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ABSTRACT

Presented is a training program for paraprofessional personnel serving as classroom assistants with multi-handicapped mentally handicapped school-age children. It is noted that this model training packet, T.A.S.K. (Training Assistants for Special Kids) was developed by Cold Spring School, Indianapolis, Indiana, for training of their special education aides. Described is a 1-day preservice session, including a description of the school with a slide-tape presentation; explanation of the classroom assistants' duties; and school employment practices. Seven inservice sections are provided, each including purpose, objectives, procedures, a general session for all trainees, two unit sessions (one for experienced personnel and one for inexperienced personnel), and a guide to session evaluation. Covered in the inservice sections are the following topics (sample subtopics in parentheses): (1) "Who We Serve" (characteristics of mentally handicapped students), (2) "Help--Seizures" (etiology and treatment of epilepsy), (3) "Playing It Safe" (wheelchair safety, feeding, and dressing), (4) "Classroom Assistants and Professional Staff as a Team" (roles of support staff), (5) "Love, Security, Discipline" (behaviors and reinforcers), (6) "Motor Sense" (gross and fine motor skills), and (7) "Happiness is Communication" (language development). (IM)

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TRAINING ASSISTANTS FOR SPECIAL KIDS

TRAINING FOR PARAPROFESSIONAL PERSONNEL FOR WORK WITH MODERATELY/SEVERELY/PROFOUNDLY/MULTI-HANDICAPPED MENTALLY HANDICAPPED YOUNGSTERS

DEVELOPED BY STAFF AND ADMINISTRATOR OF
COLD SPRING SCHOOL
INDIANAPOLIS PUBLIC SCHOOLS
SPECIAL EDUCATION DEPARTMENT

1973 - 1977

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T. A. S. K.

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our "guardian angel"

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PREFACE

The special education classroom assistant training packet, T.A.S.K. (Training Assistants for Special Kids), was developed for preparation and training of classroom assistants at Cold Spring School, Indianapolis Public Schools. At the project onset, Fall of 1973, a set of guidelines were to be developed for more effective, systematic, and efficient use of classroom assistants to achieve maxium results in the education and training of moderately/severely/profoundly/multi-handicapped mentally handicapped students.

T.A.S.K. has been supported primarily by Innovative Education grants. This project has involved the Indiana State Department of Public Instruction, Division of Special Education; Marian College; Indianapolis Public Schools; outside consultants from Ball State and Indiana Universities and from R.I.S.E. Special Services; and the entire staff of Cold Spring School.

T. A. S. K.

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INTRODUCTION

Developing guidelines for training of classroom assistants in special education is not a simple task. A major problem springs from the varying degrees of handicaps and multiplicity of disabilities found in classrooms for severely handicapped children. The effort demands considerable flexibility in organizational structure when planning and implementation are added to the responsibilities of individuals coordinating complex child-directed delivery systems. That is, sometimes personnel must be pulled from "regular" tasks for planning sessions, obtaining evaluative data, and a number of other activities related to the provision of appropriate staff training.

These guidelines are structured to meet the demands of training classroom assistants for work with youngsters who are moderately/severely/profoundly/mulit-handicapped mentally handicapped and to establish some solidarity and a feeling of team effort between the group of classroom assistants and the professional staff. Basic to the training progrm is a belief that student needs will be better met by a unified team approach.

Specific sessions have resulted from the efforts of a great number of contributors--students, teachers, custodians, staff specialists, and project director. Session topics were developed from a needs assessment completed by classroom assistants and teachers and have evolved from experimentation over a three-year period. The list of topics is not, nor is it intended to be, exhaustive. There has been recognition that there are limits on time available for staff development and that each facility such as Cold Spring School has justification for variation in training session topics and content. The topics selected for inclusion in this document are those considered most basic and/or those classroom assistants at Cold Spring School indicated most valuable to their work.

Although there has been an attempt to remain consistent in language, throughout the document the reader may find references to "aides," to "classroom assistants," and to "paraprofessional personnel." At Cold Spring School, each of these terms refers to the same non-licensed, classroom-assigned persons.

In the initial year of this project, each classroom assistant at Cold Spring School attended a weekly training session, and each session included all such personnel regardless of years of experience or unit of assignment. During the second year, four sessions were held monthly--one general for all classroom assistants, one for inexperienced classroom assistants by unit, one for experienced classroom assistants by unit, and one for evaluation input. The latter included only designated advisory/planning personnel from each unit and level of experience. A single topic was used for all sessions in a respective month. It is essentially this second-year format which is presented in this document. In the third project year, personnel at Cold Spring School have followed a combination of formats. Classroom assistants who are new to the facility have participated in training similar to that presented herein, while the more experienced personnel have had training sessions at six-week intervals. (In the Indianapolis Public Schools, students are dismissed for one-half day at the end of each six-week grading period; and that time has been that used for staff training.) Regardless of format or schedule, it is the belief of those who planned, implemented, and participated in the training sessions at Cold Spring School the past three years that the content reflected in this document is basic information which should be made available to classroom assistants (indeed, all personnel) in facilities serving similar populations.

Cold Spring School is somewhat unique due to the number of staff members (professional and paraprofessional) and the variety of expertise areas of the persons employed there. For that reason, little use was made of resource persons from outside the facility in implementing the actual training sessions. To provide some assistance to personnel of facilities which might not have a similar variety of expertise areas among the staff, an effort has been made to suggest sources for resource personnel in a typical community or area. Again, the lists are not exhaustive and this is one of the obvious areas in which each local district will want to adapt, rather than adopt, the information given. There are other areas which will, no doubt, need to be altered, omitted, or enriched to be appropriately used in other locations.

One of the objections of classroom assistants relative to the training sessions as conducted in the initial project year pertained to the data collection system used for evaluation purposes. At that time, each participant in a training session was asked to complete a questionnaire concerning the content and format of that session. In the second year of the project, some sessions were evaluated via use of interview techniques, individual and group, to obtain participant reactions. The latter approach was considerably more acceptable to classroom assistants and seemed to yield sufficient information. For those reasons, the questions which appear in the "evaluation" portion of each section of this document are those used in the respective interviews. The same questions were asked of the advisory group in the last meeting of each month and of individual classroom assistants participating in each of the prior sessions. Again, the approach to evaluation of each session may be varied considerably; but the need for participant input and monitoring would seem to be a "constant."

Considerable change has been made, from the first to the third project year, relative to content and format of the preservice portion of the training program. In the initial project year, classroom assistants at Cold Spring School were involved in a five-day experience in which there was emphasis on roles, specific duties, orientation to the facility and staff, and techniques and rationale for dealings with the children. It was concluded that, in this particular situation, there was too much information given for adequate carry-over when children arrived and some of the information would have been more meaningful if there had been some prior child contact. Many of the classroom assistants had not previously worked with any handicapped child or children. As it has evolved, the preservice component suggested in this document is primarily concerned with an orientation to the facility, general information relative to classroom assistant roles, and discussion pertaining to building and district policies on employment and basic child safety. In that it was found to be most helpful to provide written material in the preservice session, copies of all material on pages 6-34 were printed for each classroom assistant. Further, an audio-visual presentation for orientation has been prepared and is used at any point in the year when classroom assistants new to the facility are employed.

The use of audio-visual presentations in training programs cannot be over-emphasized. As indicated, basic preservice training material resulting from this project has been so mechanized. Initially, a slide projector and tape recorder were used to prepare an "armchair tour" of Cold Spring School both for classroom assistant preservice and for use at meetings and/or conferences. The more sophisticated 3M Sound-on-Slide projector/recorder has since become available and material converted to that piece of equipment. It is the intent of those involved with the training program to eventually prepare each of the sessions, particularly those for inexperienced classroom assistants, using the Sound-on-Slide. One of the major advantages in so doing is that each session would be truely "packaged" and it would be unnecessary to free administrative or other professional personnel to conduct routine inservice sessions. More time would then be available for development of more sophisticated sessions for more experienced paraprofessional personnel. The use of video tape equipment would be particularly beneficial to districts or facilities needing to contract services of outside personnel to make presentations in some of the respective subject areas. Additionally, use of home movie equipment, particularly with sound, might prove to be an appropriate technique and one available in most communities at little cost.

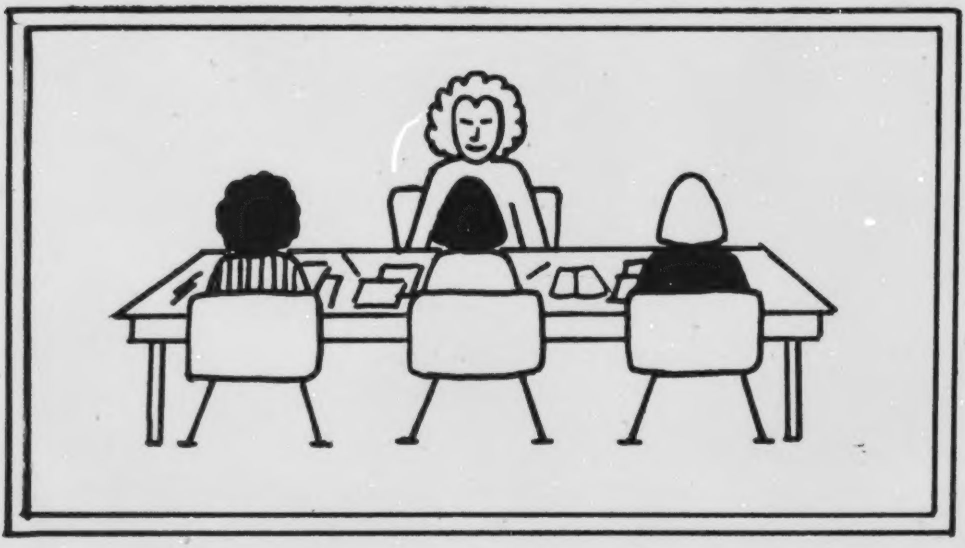
Throughout the entire development and implementation of the training program described in this document, a primary concern was that something be generated which could be implemented in most situations at little cost and requiring minimal professional staff time in preparation. There is little doubt considerable time and money can be expended in staff development activities. At the same time, both are premium comodities in most public school situations, and budget limitations force the conservation of both to the extent possible. The result has been the formalization of the sessions described herein with intended broadening of the information provided through teacher/classroom assistant communication.

Finally, following preparation of the initial draft of this document, input was solicited from three persons not previously associated with the project--an administrator of a facility for youngsters with similar educational difficulties, a specialist in programs for severely handicapped youngsters, and a specialist in the preparation of staff development packages or modules. Each of these persons provided exensive comments and suggestions, some of which will be obvious to them. In some cases, the project staff has elected to retain approaches or information in the initial form. Further local use of the material and the reactions of other readers will determine which position was most appropriate.

PHILOSOPHIC STATEMENT

The overall goal of this project was to develop a package of appropriate trainig experiences for paraprofessional personnel (classroom assistants) who work with moderately/severely/profoundly/ multi-handicapped mentally handicapped school-age children. While the emphasis in developing training materials was on preparing a package which could be disseminated to other facilities which serve youngsters with similar problems, it necessarily reflects (1) the overall philosophy of Cold Spring School relative to the function of a classroom assistant and (2) the need to train classroom assistants in carrying out roles and tasks at Cold Spring School. At Cold Spring School (and throughout the Indianapolis Public Schools) paraprofessional personnel (or classroom assistants) are instructional personnel who work under the direction of classroom teachers. They are expected to play a supportive role to the teachers to whom they are assigned. This position also appears in the Indiana Department of Public Instruction's Rule S-1, which governs the conduct of special education programs in the public schools of this state.

Rule S-1 (1973 revision) states: "The special education aide (classroom assistant) would assist the teacher certificated in the appropriate area of special education in the preparation of instructional materials, in setting up and operating of audio-visual equipment, helping with room displays, attendance in music, physical education, etc. Under the direction and supervision of the teacher, the aide (classroom assistant) will work directly with the student in areas that relate to their personal, social, and learning needs."



PRESERVICE SESSION

The material which appears on the pages which immediately follow is representative of that distributed to classroom assistants during preservice training. The content of the material is essentially the content of preservice training utilized at Cold Spring School. Obviously, this material is only useful for that facility; and it is presented herein as a possible model for information developed relative to another facility or district using this format.

CLASSROOM ASSISTANTS

PRESERVICE TRAINING SESSION

SCHEDULE

9:00am - 9:30am	Registration Coffee Name tags
9:30am - 9:45am	Welcome to School, Principal
9:45am - 10:15am	Slide presentation "Cold Spring Story"
10:15am - 10:30am	Discussion of slide presentation
10:30am - 10:45am	Break
10:45am - 11:30am	Tour of facility and grounds
11:30am - 12:30pm	Lunch
12:30pm - 1:00pm	Discussion of facility and questions from morning
1:00pm - 1:30pm	Introduction of classroom assistants
1:30pm - 2:15pm	Descriptions of units
2:15pm - 3:00pm	Discussion of packet information
3:00pm	Adjournment

COLD SPRING SCHOOL: A DESCRIPTION

The Indianapolis Public Schools operates one of the largest public school facilities in the nation specifically for teaching moderately/severely/profoundly/multi-handicapped mentally handicapped children. This facility is Cold Spring School, which provides educational programs for approximately 500 handicapped persons 5 to 18 years of age. The school staff includes some 120 teachers and classroom assistants, as well as specialists in adapted physical education, occupational therapy, health services, music, art, industrial arts, home economics, and speech/language therapy. The principal, a central office consultant, and four unit leaders (or department heads) make up the administrative team. In addition to the employed personnel, practicum students and student teachers from universities throughout the state participate in cooperative training activities at Cold Spring School. A cadre of volunteers render additional service to the program.

The Cold Spring campus, formerly a private school, includes some 39 acres of land and four buildings. The Primary, Intermediate, and Multi-handicapped Units are located in the main building along with the administrative offices. The Pre-vocational Unit is located in South Hall. Home living (home economics) and industrial arts classes are housed in Allen House, a smaller building immediately south of the main building, which has been remodeled for those purposes. Stewart Manor was the original structure on the grounds and is used as a conference center for the Indianapolis Public Schools. Building alterations have included the addition of partitions and ramps, the removal of other partitions, and the adaptation of restroom facilities. The auditorium in the main building has been converted to a pre-vocational "occupational experience labratory" for older students. The gymnasium, also in the main building, has been outfitted with flexible partitions to allow from one to four simultaneous activities.

Administratively, Cold Spring School is organized into four units, with various sub-groupings of youngsters in each. Three of the units consist of classes for children who are moderately mentally handicapped, and sub-groupings are differentiated by the students' functional levels. The fourth unit is for youngsters 5 to 16 years of age who are severely or profoundly mentally handicapped and/or multi-handicapped.

Throughout the 1973-74 school year (the first year of operation of Cold Spring School) the administrative team, teachers, and classroom assistants participated in surveys and discussions to determine the roles and training needs of classroom assistants. The preservice and inservice program was begun under the direction of Sr. Marie Angele Thomas, Ed.D., who served as the original project trainer. Sr. Angele was then Head of the Department of Special Education at nearby Marian College.

In the initial year of preservice and inservice training for classroom assistants (1974-75), they participated in two hours of training weekly--one formalized involving all classroom assistants at Cold Spring School and one informally with the respective teachers with whom they worked. Two major revisions were made during the second year of training for classroom assistants. The training activities became the responsibility of the program consultant and the unit leaders and the formalized training sessions for classroom assistants were reduced from four to two monthly--one involving the total group working at Cold Spring School and one involving only those classroom assistants from each unit who have similar experential backgrounds. Representation of the classroom assistants has also given an additional dimension to the training session planning in that an "advisory committee" of teachers and classroom assistants meets once monthly to critique the sessions of that month and to provide input relative to upcoming sessions and/or topics.

In addition to classroom assistants who have permanent assignments, there is a small corps who serve on a substitute basis when another is absent or, on unusual occasions, as supplemental helpers in areas when additional "hands" are needed. Although they eventually work into permanent assignments, these classroom assistants "float" for a time into all areas of the school lending assistance where needed. They also, of course, are involved in preservice and inservice training.

UNIT FOR THE MULTI HANDICAPPED

Students at Cold Spring School who are severely/profoundly mentally handicapped or who are moderately mentally handicapped and also impaired physically, hearing, or visually are assigned to the unit for the multi-handicapped (MH Unit). Students in the MH Unit are 5 to 16 years of age as 17- and 18-year-olds are phased into the occupational experience labratory

There are generally some 100 students in the MH Unit. Most classes in this unit are housed in the north wing of the main building, although classes for the deaf and for the blind are located in the south wing of the building. There are currently 12 classes in the MH Unit, with one licensed teacher in each class. Due to the physical and mental limitations of the students in this unit, more classroom assistant help is necessary than is so in the other units at Cold Spring School. Each class has at least one full-time classroom assistant; two classes have two classroom assistants; and two classes have six classroom assistants each. (This latter arrangement is called a "multi-aide concept.")

Since many children in the MH Unit are neither toilet trained nor ready to be trained, someone must assist with changing students when necessary. For this task, there are two designated "change ladies." They are invaluable personnel because they allow more teaching time for teachers and other classroom assistants.

A brief description of the current class arrangements in the MH Unit follows:

1. There are five classes of severely/profoundly mentally handicapped children who are grouped by age: 5 to 10 years (divided into three sub-groups), 11 to 12 years, 12 to 13 years, 13 to 14 years and 15 to 16 years. The four younger groups are programmed into self-contained classes, while the oldest group of pupils (17 to 18 years) is in a "pre-OEL class." Programming for those in the

classes for younger students emphasizes acquisition of language skills (receptive and expressive), self-help skills, socialization, and cognitive (thinking) skills. Activities consist mainly of individualized programs prescribed for the requirements of each child; and the programs are modified as necessary throughout the year.

The largest group (5 to 10 years) has some 20 students and is housed in a large room with permanent dividers providing three instructional areas. The multi-aide concept (more than one classroom assistant per teacher) is used in this room, i.e., under the direction of a licensed teacher, six classroom assistants carry out the prescribed programs. The remaining four classes each have one full-time classroom assistant.

2. Four groups of students (moderately to profoundly mentally handicapped) are confined to wheelchairs. They are grouped according to ages and functioning levels: (1) one group of eight students have extensive language and "academic" skills which indicate moderate mental handicaps. Their curriculum includes many of the activities found in the primary curriculum as well as extensive physical therapy. The motor activities are directed by the occupational therapist and are carried out by the teacher and classroom assistants. This class has two full-time classroom assistants. (2) Two groups of severely/profoundly mentally handicapped wheelchair students are housed in a single large room with temporary portable partitions. The multi-aide concept is used--two licensed teachers direct the individual programs which are carried out by the six classroom assistants. Depending upon the activity being carried out, these children are worked with individually or in small varying-sized groups. Sensory stimulation, motor development, self-help skills (particularly toileting), and language development are some of the primary areas in their individual programs. (3) The fourth group of students confined to wheelchairs are in a "pre-OEL class. They are being exposed to pre-workshop situations in preparation for entrance to the OEL. These students are 15-16 years of age and will move to the OEL for programming when they are 17 and 18 years of age.

3. One class is designated for students who have impaired hearing in addition to moderate-to-profound mental handicaps. Again, for lower functioning youngsters programming is almost totally individualized. Higher functioning youngsters in the class are grouped for more activities. There are several older students who are being exposed to pre-OEL experiences.

4. One class is also designated for students who have impaired vision in addition to moderate-to-profound mental handicaps. For purposes of more meaningful learning ex-

periences, the older (teen-aged) students in this class are grouped with students from the class for the hearing impaired for a part of the day. They participate in many of the activities for moderately mentally handicapped pre-vocational students. Some of the younger hearing impaired children participate in physical education with students in the primary unit.

PRIMARY UNIT

The Primary Unit consists of classes for moderately mentally handicapped children, ages 5 through 9 years, who may or may not have some physical impairment. Although kindergarten-aged children are served at Cold Spring School, there is not a kindergarten class as such. Due to the wide range of functioning levels, those students, like the remainder of the school population, are placed into classes which will provide them with the greatest opportunity to expand their respective knowledge and experience bases.

Four of the Primary Unit classes are located in the north wing of the main building. The remaining three classes are in the south wing of that building. Seven teachers and seven classroom assistants serve approximately 75 youngsters in this unit.

Students in the primary classes have been grouped according to needs and/or functioning levels. There are three "developmental" classes in the unit, so designated partially due to the ages of students assigned (5 to 7 years). Instruction in these classes emphasizes attending, self-care, and socialization (working and playing with others) skills. This does not mean to imply the teaching of these skills will dimish as the child progresses through his/her school life; hopefully, the child's knowledge base will broaden as experiences in daily living expand. The remaining four classes incorporate the above-mentioned skills, and add language development, number concepts, adapted physical education, music, and art.

All primary classes are essentially self-contained; however, with the services of ancillary personnel (teachers of special areas such as the following), students attend art classes in the art room, music in the music room, physical education in the gymnasium, and, depending on the characteristics of the group, language activities in the language room. Scheduling is a very important facet of the total program and children learn at an early age how to adjust to its complexities and to find security in the structure of individualized and small-group instruction.

A brief glimpse at classroom activities finds a language program based on the Peabody Language Development Kit, with which classroom assistants become familiar and which is supplemented by activities in small groups or total class and activities provided by the language therapist. Language development is an integral part of the total program. Number concepts are developed by such means as matching objects to their numerical counterparts and advancing to telling time by association with everyday events in the child's life. Socialization skills training moves the child from the narrow concept of self to discovering the world around him or her. Fine motor activities are incorporated in both self-care training (tying, buttoning, hooking, snapping, etc.) and arts and crafts projects. Gross motor classroom activities are supplemented by the services of the music and adapted physical education teachers.

The sequence of training provided in the Primary Unit is planned to prepare students for that in the Intermediate Unit.

INTERMEDIATE UNIT

A student enters the Intermediate Unit at Cold Spring School following his/her ninth birthday. Each child will hopefully bring the skills and habits which have been developed in the Primary Unit.

The Intermediate Unit consists of ten classes--three which use "team teaching" (combining and/or mixing students, teachers, and classroom assistants for the various activities) and seven which are essentially self-contained. The overall goal of the unit is to prepare students, to the best of their respective abilities, for the Pre-Vocational Unit program. The three "team" teachers serve approximately 40 students 12-13 years of age, dividing them into three functioning levels based upon gross motor development, self-help skills, social skills, understanding of number concepts, and language development. The T.A.L.K. program (Teaching the American Language to Kids--which is an approach to language development), developed by Dr. Richard Dever at Indiana University, has been very successful with mentally handicapped youngsters. The Cratty program (an approach to perceptual development) fits well with the overall emphasis at Cold Spring School on coordination of body movements and senses; and it was designed specifically for mentally handicapped and neurologically impaired (brain damaged) children. The pupil, through that program, can achieve objectives and enhance self-image due to the sequential plan. The visual motor design of Frostig materials (coordination of eye-hand movements) lends itself to the development of skills which will be necessary to the student in the world of work.

The seven self-contained classes consist of students who are grouped by age and functional levels. The curriculum places emphasis on social behavior, good self-help skills, expressive and receptive language, and proper sequential motor development. The teachers work at developing number concept understanding, visual and auditory skills necessary for simple language decoding (understanding), and both expressive and interpretive language. The Wisconsin Program (a curriculum stressing development of skills necessary for life) and the Peabody program are both used by staff members. Since students may not learn to read directions, it is necessary that they develop retention skills, auditory acuity, and perceptual skills. These abilities will aid them when they go into a workshop situation.

The unit leader and the staff of the intermediate unit study pupils' records and program students in the most appropriate environments to best meet individual needs. Students with visual perceptual problems (difficulty in discriminating among visual images) use kinesthetic materials (those involving the sense of touch) in learning number recognition and value. They are taught to think by using materials they can hold and/or grasp. Cubes, groved numerals, stencils, and beads enable them to build perceptual motor skills to help structure their world.

Activities are introduced in the Intermediate Unit to help the student develop skills for appropriate use of leisure time. Learning activities are similar to those of normal children. Craft activities also provide another positive avenue of communication for the student with his/her family. They enhance self-image, esteem, and provide a constructive, acceptable way to spend leisure time. Crafts are also an important tool in learning.

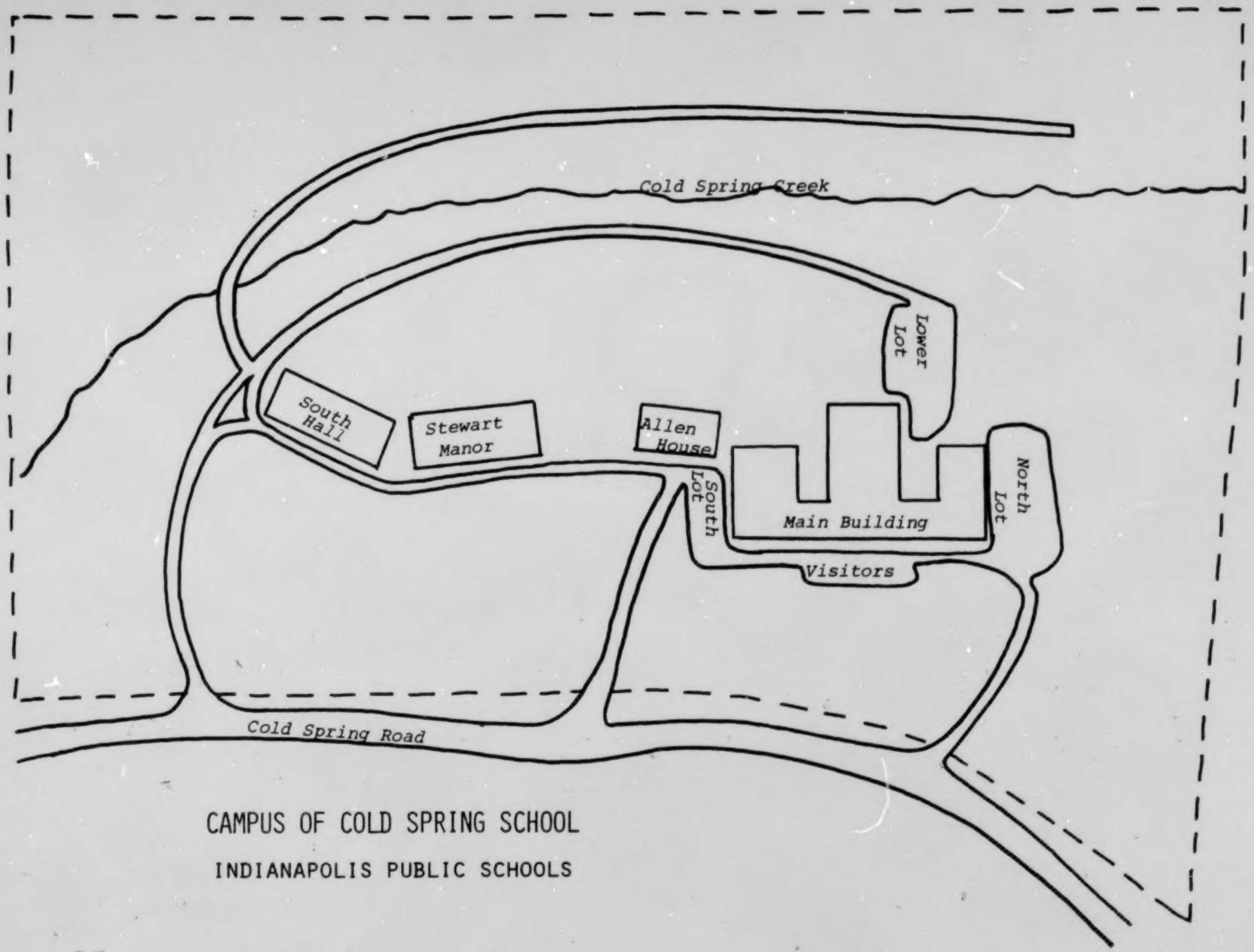
The Intermediate Unit is a pivotal point in the pupil's school career. He or she is expected to develop social skills, grow in comprehension of the world around him/her, add to the store of functional knowledge, and, in time, become able to step into the Pre-vocational Unit work world.

PRE-VOCATIONAL UNIT

The Pre-vocational Unit is composed of older moderately mentally handicapped students whose ages range from 13 to 18 years. There are three developmental classes: one in the Occupational Experience Labratory (OEL), one in South Hall, and one in Allen House. Overall, there are some 200 students in the Pre-vocational Unit, divided into 15 classes (or groups) according to age, abilities, and functioning levels. Except for the OEL, classes are organized into two-teacher teams. The OEL is a distinctive section within the Pre-vocational Unit and is located in the main building directly across the entrance corridor from the administrative office complex. In this large room are five teachers and five classroom assistants who supervise and direct approximately 70 students (ages 17 to 18 years) in simulated sheltered workshop or factory-like tasks. Outside the OEL, prevocational students aged 13 to 16 years are served in South Hall and Allen House--9 groups in SH and 1 in AH. There are ten rooms, ten teachers, ten classroom assistants, and approximately 130 students in those two buildings.

Since the Pre-vocational Unit serves older students, it is considered imperative they be prepared to cope with the world outside the school with as much knowledge about themselves and their respective environments as possible. Classroom activities, therefore, are geared to the teaching of self-care skills, gross and fine motor skills, functional word recognition, number concepts understanding, measuring, cooking, sewing, color coding, sorting, assembly and disassembly, shipping and receiving, personal grooming, and other areas with similar application.

It is intended that, at the termination of the pupils' training period at Cold Spring School, the majority will be placed in sheltered workshops or community competitive employment. The goal is to help them be more independent and useful citizens in the community in which they live.

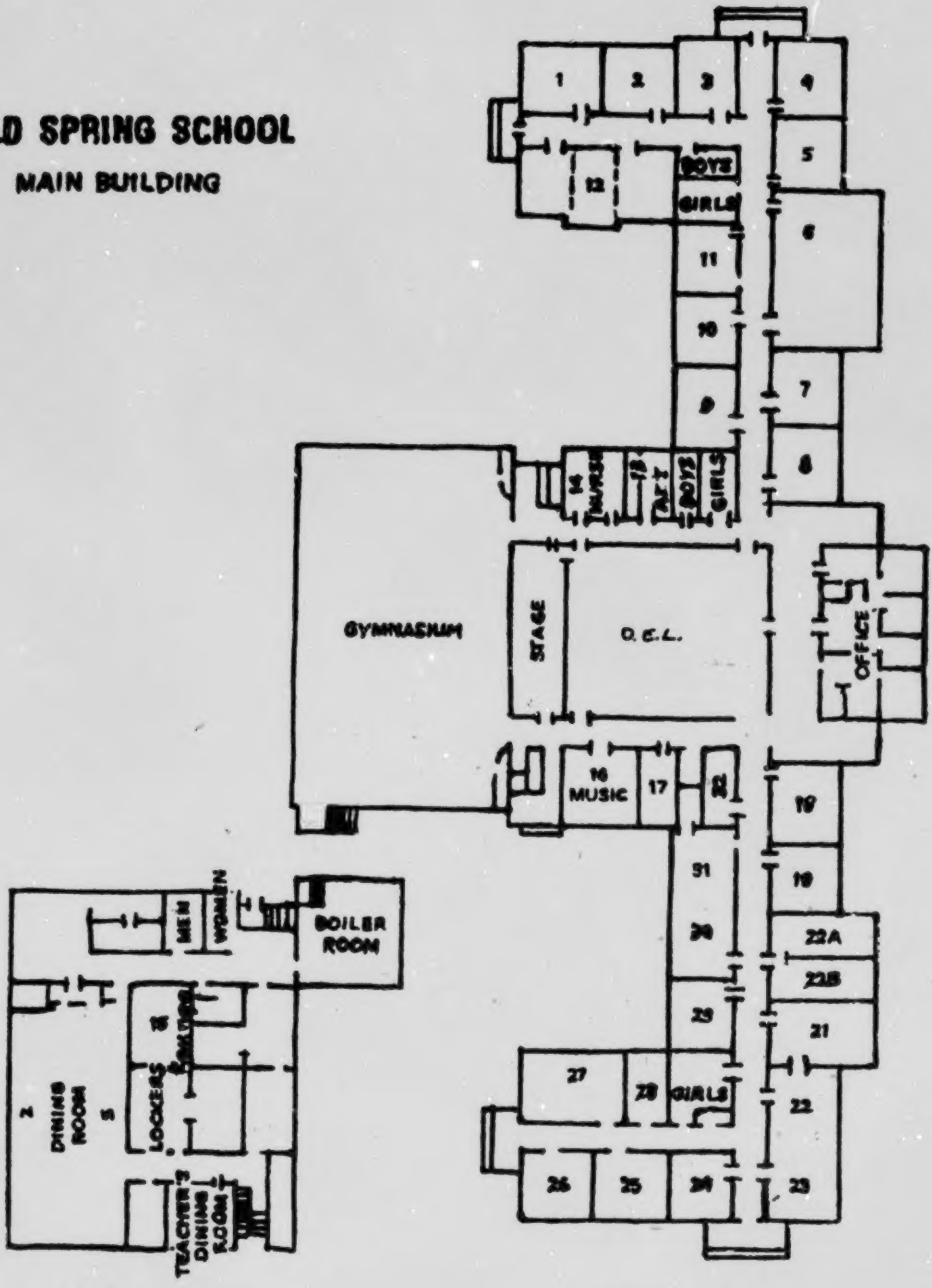

Cold Spring Creek
Lower Lot
South Hall
Stewart Manor
Allen House
South Lot
Main Building
North Lot
Visitors
Cold Spring Road

CAMPUS OF COLD SPRING SCHOOL

INDIANAPOLIS PUBLIC SCHOOLS

COLD SPRING SCHOOL

MAIN BUILDING


MEN
WOMEN
BOILER ROOM
15
LOCKERS
DINING ROOM
TEACHER'S DINING ROOM
1
2
3
4
5
12
BOYS
GIRLS
6
11
10
9
7
8
14 NURSE
13 ART
BOYS
GIRLS
GYMNASIUM
STAGE
D.E.L.
OFFICE
16 MUSIC
17
32
19
19
31
30
22A
22B
29
21
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GIRLS
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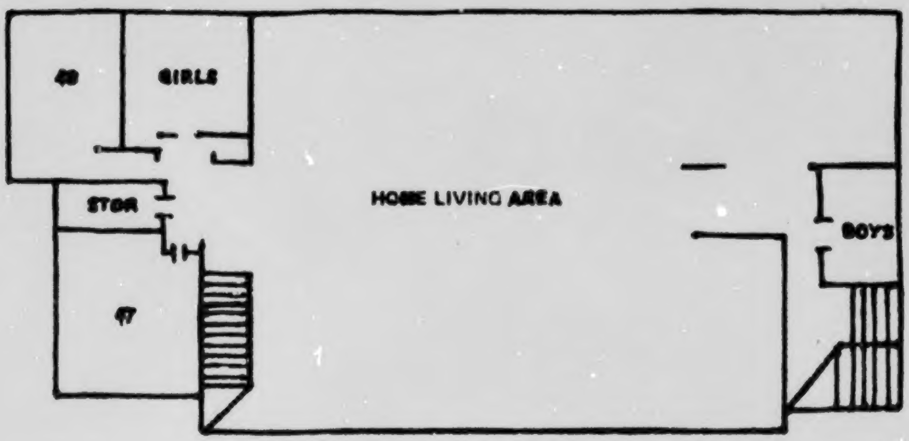
23

LOWER LEVEL

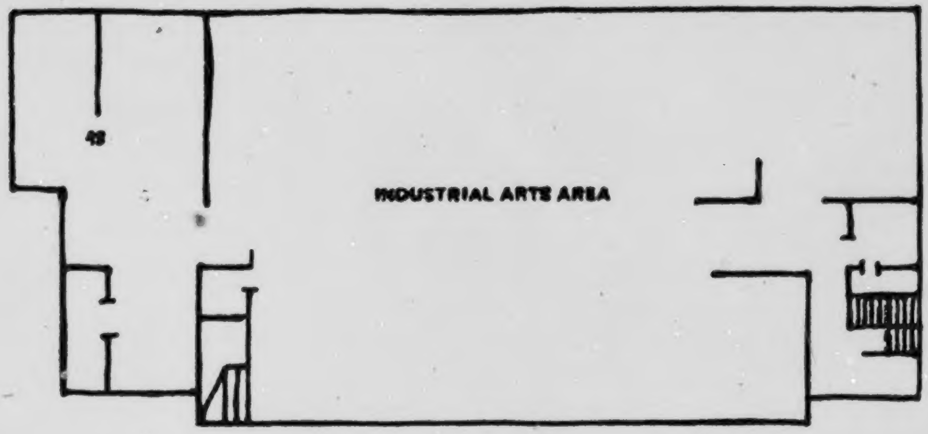
MAIN LEVEL

COLD SPRING SCHOOL

ALLEN HOUSE


48
GIRLS
STOR
47
HOME LIVING AREA
BOYS

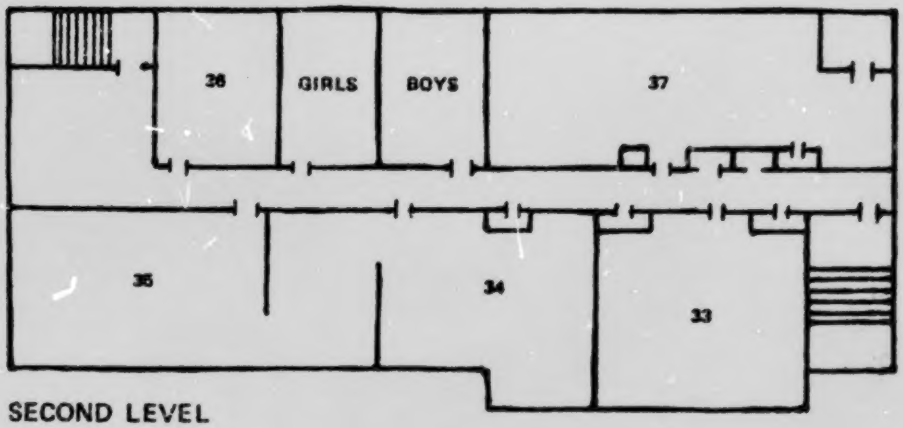
SECOND FLOOR


48
INDUSTRIAL ARTS AREA

FIRST FLOOR

COLD SPRING SCHOOL

SOUTH HALL


36
GIRLS
BOYS
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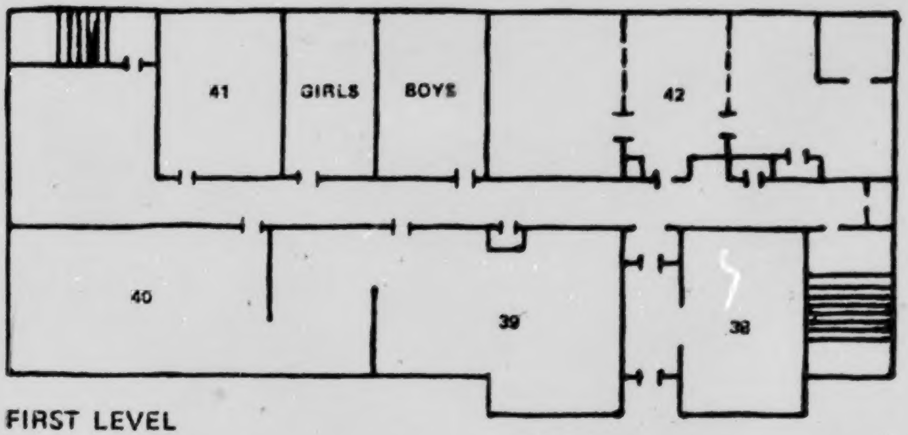
SECOND LEVEL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GIRLS
BOYS
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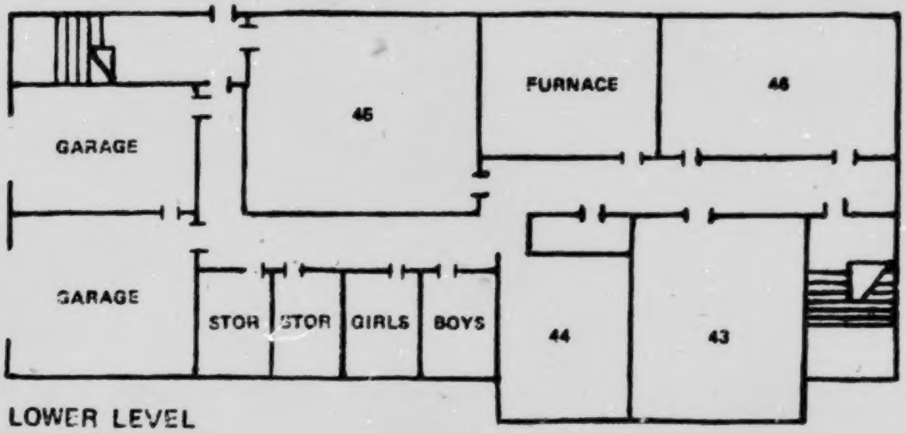
FIRST LEVEL


FURNACE
46
45
GARAGE
GARAGE
STOR
STOR
GIRLS
BOYS
44
43

LOWER LEVEL

"The Cold Spring Story"

(Slide-tape Presentation Narrative)

The following is the narrative from the slide/tape presentation, "The Cold Spring Story" which was developed for orientation of classroom assistants and other personnel to the Cold Spring School grounds and some of the professional staff. This narrative is presented here in that it may provide guidance to others relative to development of content for similar presentations of their facilities, districts, or programs. For the most part, it is felt, the narrative comment will give the reader sufficient information to project the content of each accompanying slide.

Slide No.	Narrative Comment
1	Welcome to Cold Spring School! The Indianapolis Public Schools operates one of the largest public school facilities in the nation specifically for moderately/severely/profoundly/multi-handicapped mentally handicapped youngsters. Cold Spring School provides educational programs for some 500 handicapped students aged 5 through 18 years.
2	The Cold Spring School campus is located on the far northwest side of Indianapolis
3	It was formerly a private school for girls and consists of 39 acres and four buildings. Let's take a visual tour.
4	Upon entering, the first building is the Main Building which houses the Primary, the Intermediate, and the Multi-handicapped Units, the Occupational Experience Labratory, and administration offices.
5	Stewart Manor (or the manor house) is used by the Indianapolis Public Schools for conferences and inservice sessions.
6	The campus has lovely rolling grounds which necessitates a large custodial staff.
7	South Hall houses the Pre-vocational Unit
8	A winding creek separates the 39 acres on the west side
9	Allen House contains the home economics and industrial arts instructional areas.
10	In the main building you will find a bulletin board, color coded, which depicts the various units and their respective locations on the campus.
11	Students are transported to Cold Spring School by bus from all sections of the city within the Indianapolis Public Schools attendance area.

"The Cold Spring Story" (continued)

Slide No.	Narrative Comment
12	The school secretaries are responsible for the efficient organization and operation of the school office. Because of the complexity of the school, one of the secretaries'major responsibilities is handling all transportation problems.
13	The nucleus of this program's basic organization is the Administrative Team. The school is organized into four units with various sub-groupings in each. Three of the units consist of classes for students who are moderately mentally handicapped--sub-grouped by age and functioning levels. The fourth unit is for classes for students 5 to 16 years of age who are severely or profoundly mentally handicapped and/or multi-handicapped. Each unit is under the direct supervision of a unit leader or department head.
14	Mr. Templeton is the principal of the school, the top administrator and the one who has final authority over it's total operation.
15	Miss Smith, the consultant, is responsible for all scheduling and supplies. In the event of the principal's absence, she assumes responsibility for the total school operation.
16	Mrs. Kehl has responsibility for the Multi-handicapped Unit.
17	Mrs. Pannell is responsible for ancillary staff and the Primary Unit. Students in the Primary Unit range in age from 5 to 9 years. These classes are located in the Main Building.
18	Mrs. Graf is responsible for the Intermediate Unit. Students in that unit range in age from 9 to 13 years, and classes are located in the Main Building.
19	Mr. Dotson is responsible for the Pre-vocational Unit, located in South Hall, and the Occupational Experience Laboratory, located in the Main Building. Students in that unit range in age from 13 through 18 years.
20	The speech and language clinician serves as a resource to the entire teaching staff regarding development, enrichment, and implementation of language programming.
21	The art teacher uses multi-media to reinforce gross and fine motor development and attending skills and uses art as a vehicle for creative expression of the students.
22	The music teacher uses singing, dancing, and rhythmics as well as program presentations to assist teachers in reinforcing perceptual motor and language development. She also directs a Cold Spring School student flag corps.

"The Cold Spring Story" (continued)

Slide No.	Narrative Comment
23	The instrumental music teacher uses various musical instruments as vehicles to assist teachers in reinforcing motor development, listening skills, and socialization skills.
24	The physical education teacher uses adapted physical activities, intra-mural events, and inter-school competition to reinforce motor development, attending skills, and social awareness.
25	The psychological consultant is responsible for the re-evaluation of students required by Indiana regulations to determine continued program eligibility.
26	The social worker provides individual and group services to children having school adjustment problems.
27	The nurse is responsible for the health and physical welfare of all students enrolled at Cold Spring School.
28	The occupational therapist serves as a resource to the entire teaching staff in the development of appropriate instructional activities in the area of daily living.
29	The Crisis Intervention Team (CIT) provides supportive services to the teacher in the management of aggressive, non-compliant and/or self-destructive behavior by students. The varying backgrounds of these people enables staff members to capitalize on the many diversified resources and ideas represented by the multi-disciplined team.
30	The school staff includes some 120 teachers and classroom assistants. To provide the most meaningful instructional programs for students, planning occurs at various levels, for example: teacher with teacher
31	and teacher with classroom assistant.
32	And one must not forget two of the most appreciated members of the staff--the "change ladies."
33	Communication takes all forms, and this is just one. "Functional signing" is emphasized daily with those students who are mentally handicapped and hearing impaired.
34	Home economics and industrial arts are two programs specifically for students in the Pre-vocational Unit.
35	Health and safety are concerns of the nurse.
36	Learning table manners is an integral part of everyday lunch room activity.

Slide No.	Narrative Comment
37	The movement of students from one building to another is one of the many duties performed by classroom assistants.
38 - 39	Some of the classes in the Multi-Handicapped Unit use a multi-assistant concept due to the complexity of handicapping conditions of the students.
40	The Primary Unit's instructional program includes a ratio of one teacher and one classroom assistant per class.
41	The Intermediate Unit's instructional program also includes a similar ratio.
42	Home living provides pre-vocational students opportunity to gain experiences with activities found in the home such as making a bed, dusting,
43	washing dishes, sweeping, simple cooking, washing windows, and personal hygiene.
44	The Occupational Experience Labratory consists of five "companies," six classroom assistants, and five teachers.
45	There are a variety of activities carried out by students in the OEL daily.
46	Scheduling is a vital part of this program.
47	Students serve lunches to the Multi-Handicapped Unit, providing learning experiences.
48	A number of the other OEL activities pertain to services for students here at Cold Spring School.
49	Every classroom assistant experiences an orientation program which has been developed through a mini-packet of the preservice training session.
50	The classroom assistants are given a walking tour of the campus to orient them to the facility and they are given an opportunity to observe individual classrooms.
51	In addition to classroom assistants to have permanent assignments to specific units or teachers, there is a small corps of classroom assistants who serve on a substitute basis when a classroom assistant is absent or, on rare occasions, as supplemental helpers in areas when additional hands are needed. These classroom assistants are called "floaters," so designated because they do indeed float into all areas of the school. Such classroom assistants are also included in the preservice and inservice training program. They eventually work into

Slide No.	Narrative Comment
	permanent staff assignments.
52	There is a general inservice session on the first Monday of each month, and all classroom assistants are expected to attend. The general session introduces the subject for inservice training during the month.
53	Inservice sessions on the second and third Mondays of each month are conducted within each of the four units and are geared for inexperienced and experienced (respectively) classroom assistants.
54	A final session of each month is for an advisory committee of classroom assistant representatives--one experienced and one inexperienced from each unit. This committee is chaired by the consultant and/or the unit leaders and is convened for the purpose of discussing past and future sessions.
55	Classroom assistants perform many instructional and non-instructional duties such as:
56	bulletin boards (both functional and decorative),
57	lettering, creating a tactile calander of the month for blind students,
58	assisting in pupil movement during fire drills and security drills,
59	feeding pupils in the Multi-handicapped Unit,
60	and assisting in art, music, and physical education.
61	Cold Spring School, where we are striving for quality.
62	On behalf of some 500 exceptional children and the rest of the staff--we welcome you.

DESCRIPTION OF DUTIES
OF
CLASSROOM ASSISTANTS
AT
COLD SPRING SCHOOL

The following statements do not specifically describe all of the activities which classroom assistants may be expected to perform. They serve only as examples of the kinds of things assistants are frequently expected to do. The classroom assistant is directly responsible to the classroom teacher who is responsible to the unit leader who, in turn, is responsible to the building principal.

TYPICAL DUTIES OF THE CLASSROOM ASSISTANT

Listed below (and on the following pages) are some of the typical duties of a classroom assistant at Cold Spring School. In some cases, the duties are primarily performed by a classroom assistant (CA) assigned to a particular unit (units described on pages 7-12). When such is the case, indication has been made of the particular unit by using the following designations: MH, Unit for the Multi-handicapped; P, Primary Unit; I, Intermediate Unit; and PV, Pre-vocational Unit.

INSTRUCTIONAL TASKS WITH AND FOR PUPILS

I. Implementing gross motor activities such as
  a. Setting up and carrying out activities prescribed by physical and/or occupational therapy personnel (MH)
  b. Helping child learn body parts and reinforcing that learning
  c. Helping child learn to handle a ball
  d. Helping child participate in general exercises and physical activities in the classroom
  e. Helping child learn balancing on the balance beam
  f. Helping child become aware of his movements in space
  g. Helping child learn/practice specific skills such as throwing a ball, running, hopping, etc.
  h. Directing child in adaptive activities leading to participation in Special Olympic events (PV)
  i. Monitoring child in work-related activities such as tray delivery (PV)
  j. Directing child in "housekeeping" jobs (PV)
  k. Helping child learn responsibilities in OEL "shipping" and "receiving" activities (PV)

II. Implementing fine motor activities such as
  a. Helping child sort objects
  b. Training child to button, lace, etc.
  c. Helping child with art/craft projects
  d. Helping child coordinate movements for printing, cutting with scissors, tracing, etc.
  e. Helping child learn to tie shoes
  f. Helping child with home-living activities such as sewing, mixing, cutting, etc. (PV)
  g. Helping child manipulate hand tools such as saw, hammer, rake, broom, etc. (PV)
  h. Helping child with table work such as assembly and disassembly (PV)

III. Implementing perceptual motor activities which may include
  a. Helping the child learn differences between "up" and "down"
  b. Helping the child learn differences between "right" and "left"
  c. Providing practice for the child in listening
  d. Making the child aware of rhythms
  e. Helping the child coordinate eye and hand movements
  f. Providing practice for the child in watching object movements
  g. Helping the child understand and follow verbal directions
  h. Helping the child learn to code and sort by color

i. Helping the child learn to follow simple drawings providing directions (PV)

IV. Implementing communication skills activities such as
a. Learning and helping child to learn sign language (MH)
b. Physically stimulating a child's senses in attempt to obtain a response (MH)
c. Following and helping child learn to follow and understand gestures as well as verbal stimulation and responses (MH)
d. Helping child practice listening and following directions
e. Helping child learn appropriate labels and names for objects
f. Monitoring child to help in reinforcement of use of appropriate sentence structure
g. Helping teacher in implementation of T.A.L.K. Program
h. Helping child in listening practice by (1) providing stimulation, (2) monitoring child's response to sound, and (3) monitoring child to help in learning appropriate responses
i. Helping child learn methods of making his/her personal needs known
j. Monitoring child to insure he/she makes appropriate responses to sounds, bells, timers, and whistles

V. Implement drill activities in the classroom such as
a. Directing child practice in color and/or shape recognition
b. Helping child learn to recognize "safety words"
c. Helping child learn to recognize his/her name and address
d. Helping child learn days of the week
e. Helping direct both individual and small group activities in the classroom
f. Helping child learn to identify "functional words"
g. Helping child practice to learn names of tools (PV)
h. Helping child learn directions for simple recipes, assembly, and disassembly (PV)

VI. Implement socialization skill development activities such as
a. Monitoring child to help learning appropriate behavior in classroom, hallways, restrooms, etc.
b. "Coaching" group activities to help child learn to take turns, share toys, materials, and equipment, etc.
c. Monitoring child to help learning appropriate behavior at entertainment events
d. Helping child remember to open doors for other students and adults
e. Reinforcing in the child the need for self-protection
f. Helping child to appropriately use "please," "thank you," "excuse me," etc.
g. Monitoring child to help in development of appropriate work habits and attitudes
h. Monitoring child to help in development of appropriate behavior during leisure time

VII. Implementing self-help skill development activities such as
a. Helping with toilet training of pupils--recording schedules, changing when necessary (MH)
b. Helping with feeding--training pupils on self-feeding and total feeding skills (MH)
c. Helping child with post-feeding "clean-up" and/or cleaning up for

the child (MH)
- d. Assisting pupils at arrival and dismissal, particularly with wraps
- e. Helping child learn to use appropriate eating utensils
- f. Helping child remember to wash hands before eating and brush teeth following eating
- g. Monitoring child's dress for appropriateness to weather conditions and help in learning when to wear particular types of clothing
- h. Help child learn to cope with dressing difficulties and/or adapt clothing presenting dressing difficulties
- i. Monitor and remind pupils relative to general self-grooming (PV)
- j. Reinforce pupils relative to correct dress for school and work (PV)
- k. Help child cope with (and perhaps correct) particular personal hygiene problems

INSTRUCTIONAL TASKS WITH PUPILS FOR TEACHERS

I. Assist in supervision activities by
  - a. Helping monitor pupil behavior during nature walks, outdoor games, and outside "free" play
  - b. Helping monitor pupil table manners during lunch
  - c. Assembling mats and monitoring pupil behavior for and during the rest period (MH and P)
  - d. Taking children to the "Change Room" (MH)
  - e. Assisting in the movement of pupils for loading/unloading of school buses, to and from ancillary (special area--music, art, physical education, home economics, industrial arts) classes, security and fire drills, to and from lunchroom, etc.
  - f. Assisting with restroom supervision and training pupils in use of facilities
  - g. Assisting in walking students and mobility training for visually impaired pupils (MH)
  - h. Providing relief supervision for teachers to allow them time for breaks, restroom use, lunch, etc.

II. Assisting ancillary teachers in classes by
  - a. Implementing activities appropriate to art, music, physical education, and language development which are designed by the teacher
  - b. Participating with pupils in ancillary class activities
  - c. Distributing materials to students for class projects
  - d. Making note of ancillary class activities which can be used in the regular class to reinforce pupil learning

III. Assisting with management of pupil behavior by
  - a. Supervising disruptive pupils
  - b. Recording and reporting data on child behavior
  - c. Helping all staff keep informed on recommended techniques for management of particular pupil behavior
  - d. Reporting any incidents of disruptive pupil behavior to the classroom teacher
  - e. Handling of students in manner recommended by Crisis Intervention Team (CIT) members
  - f. Containing disruptive pupil from the remainder of the class, particularly during times of crisis or outburst
  - g. Contacting CIT members when necessary for assistance

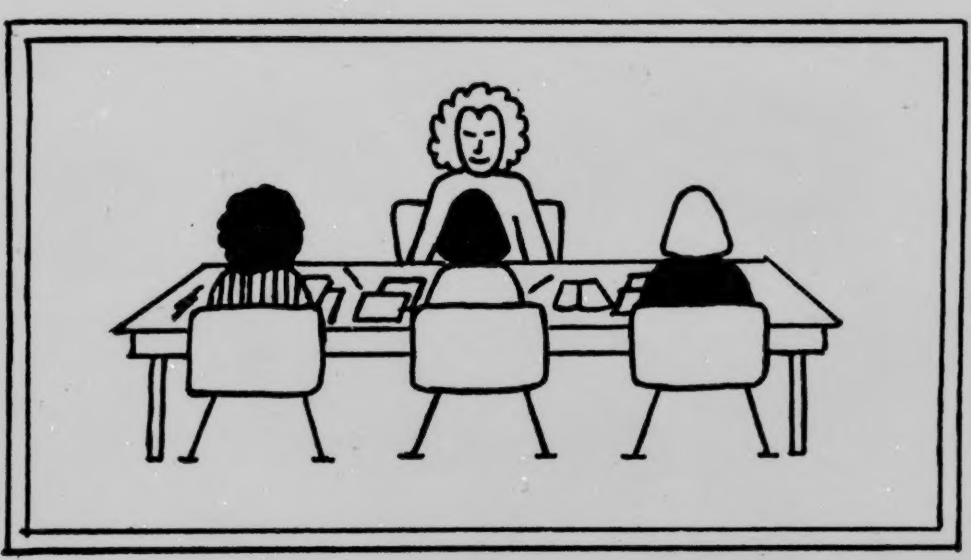
NON-INSTRUCTIONAL TASKS FOR TEACHERS

I. Assist in use of audio-visual equipment by
   - a. Making use of office equipment for the preparation of instructional materials for classroom use
   - b. Set up, operate, and take down audio-visual equipment such as record player, tape recorder, film strip projector, movie projector, etc.
   - c. Assisting teacher in making instructional materials
   - d. Duplicate materials for classroom use

II. Assist in preparing bulletin boards
   - a. Prepare materials for use on bulletin boards
   - b. Put up bulletin boards as directed by the classroom teacher
   - c. Up-date bulletin board materials
   - d. Disassemble bulletin boards

III. Assist with classroom clerical activities by
   - a. Checking and recording pupil attendance
   - b. Completing daily lunch count and reporting count to appropriate personnel
   - c. Charting schedules of individual pupils and of the class
   - d. Preparing stencils for duplication of instructional materials

IV. Assist in housekeeping duties by
   - a. Preparing pupil snacks (food and drinks), distributing, and assisting with clean-up
   - b. Keeping track of extra clothing and other items from home
   - c. Daily disinfecting of mats, toys, and equipment (MH)
   - d. Assisting with general classroom housekeeping
   - e. Keeping chalkboard clean
   - f. Keeping cabinets and bookcases neat and orderly
   - g. Preparing classroom equipment for use with the next group (PV)



BUILDING AND EMPLOYMENT POLICIES AND PROCEDURES

COLD SPRING SCHOOL

ATTENDANCE STANDARDS AND REPORTING--CLASSROOM ASSISTANTS

The classroom assistant is responsible for signing the daily attendance sheet provided by the unit leader. This attendance record is used to determine payroll. Classroom assistants will be paid only for those days which are recorded.

All classroom assistants must have good attendance. If an assistant is absent five days during a year, he or she will be notified that he/she has been absent five days (see absence notification, page 28). If the classroom assistant is absent 10 days, the principal will review the attendance record and will consult with the unit leader, the teacher, and the classroom assistant. Fifteen days of absence means the principal will recommend suspension and termination of the classroom assistant (unless, in his judgement, there have been extenuating circumstances). (See personal absences memorandum, page 29).

If, in the judgement of the principal, the absences of the classroom assistant are excessive within a brief period of time, the above timeline may be waived and action taken before there are 15 days of absence. Action will not be taken, however, in cases of bonefide illnesses when the classroom assistant has more than 15 days of sick leave accumulated.

Good attendance is also expected at inservice sessions. If a staff member is absent from inservice more than two times, the unit leader, the teacher, and the principal will meet to discuss any action to be taken.

POLICY ON EMERGENCY CONDITIONS AFFECTING SCHOOL ATTENDANCE

When there are extreme weather conditions or emergency situations, it may be necessary to interrupt the daily schedule of the Indianapolis Public Schools.

When conditions are serious enough, pupils are not required to come to school. The decision to close school rests with the General Superintendent. SCHOOLS WILL ALWAYS BE IN SESSION ON SCHOOL DAYS UNLESS AN ANNOUNCEMENT IS MADE TO THE CONTRARY. When such announcements are necessary, a statement will be issued promptly through the press, radio, television, and school channels.

When students are not present because of inclement weather, etc., teachers and classroom assistants are not required to be present; but they will be paid for such days. All administrative and office personnel are expected to be present in the building.

BEREAVEMENT LEAVE

Bereavement leave is available in the event of the death of a relative of an employee or of a relative by marriage. Such leave is granted in accordance with the adopted policies and procedures of the Indianapolis Public Schools.

SICK/PERSONAL/BEREAVEMENT LEAVE REPORTING

All staff members must notify the school between 8:00am and 8:25am daily when absences are necessary. The principal may waive daily notification and substitute periodic notification in certain cases of extended illnesses.

When staff members call to report an absence, they must ask for the "Unit Leader of the Day" and provide the following information: (1) duration of absence, (2) personal or sick leave. If the absence is for personal business, there should be a Form #4 (Request for Personal Leave) on file.

The school must be notified by 8:25am in the case of absence. If the school is not notified by that time, the absence will be recorded as "unexcused" and pay will be withheld until until such time as the individual reports the absence.

PERSONNEL POLICIES

HOURS FOR CLASSROOM ASSISTANTS

The normal work day for classroom assistants is 6 hours per day. During the school year there will also be inservice training for one additional hour every two weeks. Classroom assistants must attend inservice sessions and will be paid the regular hourly rate for that additional time. Separate attendance records are kept for inservice participation and a classroom assistant must be present for the inservice session to receive the extra pay. Sick leave does not apply to the inservice sessions. Classroom assistants will be given a schedule of inservice dates at the opening of the school year.

Daily hours are as follows:

Monday . . . . 8:25am to 3:00pm
(Mondays with inservice . . . 8:25am to 3:45pm)
Tuesday through Thursday . . . 8:25am to 3:00pm
Friday . . . . 8:25am to 2:40pm

Classroom assistants have a thirty-minute duty-free lunch period and a fifteen-minute, paid break period during the day. The break may be scheduled either in the morning or the afternoon, but may not be scheduled immediately before or after a duty-free lunch period or during the time the classroom assistant is scheduled to assist in an ancillary activity. Classroom assistants may leave the building for lunch; however, the office should be notified that they will be out of the building during that time. Doctor's appointments and other personal sctivities will be scheduled after the normal workday. When a staff member finds it impossible to schedule a specific personal activity after the normal work day, permission to leave early or for a short period during the day may be granted at the discretion of the unit leader. (It is expected these requests will be kept to a minimum and will be reserved for emergencies only.) If the time requested is in excess of one hour, the classroom assistant will be expected to request the time as a ½-day of personal leave.

INSERVICE FOR CLASSROOM ASSISTANTS

There will be a general inservice meeting on the first Monday of each month which all classroom assistants will attend. Separate meetings by unit will be held on the second and third Mondays of each month for experienced and inexperienced classroom assistants, respectively. There will be a meeting on the fourth Monday of each month for an inservice advisory committee composed of classroom assistant representatives from each unit. The general sessions will be attended by at least one teacher per unit on a rotating basis to give teachers the opportunity to react to the inservice training.

STAFF LUNCHES

Any staff member who is not responsible for the completion of Form LCI and who desires a school lunch should inform the office by 10:00am daily to be included in the lunch count.

STAFF EATING

A duty-free lunch period is provided for all staff members. Staff members are not permitted to eat when they have lunchroom supervision and/or during student rest time. Eating is permitted in the classroom only when children are not present (with the exception of parties and special activities). When a staff member eats in a classroom, he/she must remove all trash (bottles, cans, and food particles) from the classroom area to the teachers' lounge or the teachers' dining room. If a cafeteria lunch is eaten by any staff member in a classroom or any dining area, the tray must be returned to the cafeteria immediately following lunch. Please be sure all metal containers are placed in receptacles marked "For Cans Only." All paper products are placed in containers marked "For Paper Only." All staff members must "clean up after themselves."

TB EXAMS

All staff members are required to have an annual TB test. Staff members may elect to have a Mantoux or to have a chest X-ray. The Mantoux tests are given at school centers determined annually (usually at Cold Spring School). Employees having a positive reaction or who have previously had a positive reaction are required to take a chest X-ray at Board expense. Staff members who elect to have their family physician administer the test or X-ray must obtain necessary forms from the school office.

ILLNESS/SICK LEAVE

Sick leave is available in accordance with the negotiated agreement for teachers and for classroom assistants as adopted by Board action. Staff members are reminded that sick leave is only for personal illness and not for that of family members.

SCHEDULED ACTIVITIES

Promptness is necessary for all scheduled activities--including special area classes, events, lunch, dismissal, etc. Promptness helps to maintain efficiency in the school's operation.

All staff members are expected to be aware of and comply with the schedule of activities which affects them. Any deviation from schedules must first have the approval of the unit leader.

OPEN FORUM

The purpose of the "Open Forum" is to provide an avenue for any staff member to express concerns freely, to ask questions, and to provide constructive ideas to the principal. A meeting will be held once each month on the first Monday of the month. Attendance is not required.

REQUESTS FOR STUDENT WORK AT SCHOOL

The Occupational Experience Labratory is part of the Prevocational Unit and provides students with a transitional program from the school to a work setting. The OEL provides services such as duplicating, collating, etc. for school use. Staff members are encouraged to use these services, but all requests should be made far enough in advance to give OEL staff the opportunity to plan the activity. Requests for these services are to be submitted to the OEL team leader.

GENERAL ALERT

If students cannot be located when they are supposed to be at school, the staff member is to notify the office. A general alert may be called by the principal or his designee. The procedure for calling a general alert is an announcement made by the principal or his designee over the public address system requesting *Greg Allen* to report to the office. Teachers and classroom assistants who have responsibilities for students are to check to determine that (1) all their students are accounted for and (2) no extra students are in their class. All unassigned staff members are to report to the office to assist in searching for the missing student. Personnel reporting to the office will be given instructions concerning the areas to be searched. Locations within the search areas should include restrooms, unlocked storage rooms, etc.

Staff members will be informed that the immediate crisis is over by announcing on the PA system that *Greg Allen* may return to his classroom.

BOMB THREAT

Occasionally there may be a threat that a bomb has been placed at the school. Because of the possibility of danger to the staff and students, the following procedure will be followed if and when a bomb threat is received.

There will be an announcement over the PA system by the principal or his designee requesting *Bobby Thomas* to report to the office. All personnel not directly assigned to students at that time are to report to the office. A search will be conducted and any suspicious objects or arrangements are to be reported to the principal. Teachers are expected to continue their instructional programs while carefully scritinizing their classrooms. Pupils should not be informed of a bomb threat and school personnel should conduct their search in a manner which does not alarm the pupils.

In the event you are conducting a bomb search, you should be certain to check:

a. Any unusual article or articles out of place
b. Under stairways
c. Toilet water tanks
d. Articles suspended from pipes
e. Lockers
f. Plants
g. Wastebaskets
h. Air vents near or at the floor
i. Musical instruments, typewriters, taping machines, cases, etc.
j. Behind pictures or clocks
k. Under loose boards
l. Inside couches and hollow furniture
m. Inside stoves, refrigerators, and cabinet areas
n. Inside television and radio cabinets
o. Inside hollow base lamps

If a bomb or article suspected of being explosive is found, notify the command post immediately and stay a safe distance. DO NOT TOUCH.

In the event that it is necessary to evacuate the building, the regualr fire alarm procedure will be followed. Otherwise, staff will be notified that the crisis is over through an announcement over the PA system indicating that *Bobby Thomas* may return to the classroom.

REPORTING FIRE

In the event a staff member observes a fire, they should pull the nearest fire alarm. In addition, if possible, they are to ring the office on a nearby PA box. Do not try to talk to office personnel. The purpose of ringing the office is not to communicate, but to assist the office personnel in locating the fire.

GROUND RULES

The use of the campus for instructional purposes is encouraged. Outdoor activities require the same planning detail, however, as any instructional activity.

To ensure the safety of the students when they are out on the grounds, the following rules are to be observed:

(1) Groups should not go west beyond the access road behind the buildings. Any exceptions to this general ground

rule must first have approval of the building principal.

(2) Classes are expected to use the sidewalks adjoining the building.

(3) No students are allowed to walk in the roadways.

(4) In all activities involving the lower level of the grounds, adequate numbers of staff members must be stationed between the students and the creek.

SEIZURES

Many of the students at Cold Spring School have histories of being seizure-prone. In the event you are present when a child has a seizure, the following is appropriate action:

(1) Ease student to the floor or allow him/her to lie where he or she has fallen

(2) Do not restrain

(3) Do not attempt to pry open the jaws to insert mouth gag or handkerchief

(4) Push aside any furniture within striking distance

(5) Place the child on his/her side to allow the tongue to fall forward and excess saliva to drain out of the mouth

(6) Loosen clothing around the neck

(7) Give privacy and protection from curious onlookers

(8) As the child recovers, let him or her rest

(9) When he/she awakens, calmly and gradually orient him/her to the environment and let him/her choose to move

(10) Remain very close to the student, assisting if he/she seems unstable

(11) Most people require rest following a grand mal seizure, so contact the nurse for appropriate directions

SAMPLE FORM

ABSENCE NOTIFICATION

TO________________________________ DATE_____________________

SUBJECT: Absences

This is to verify recording of your absence on the following date(s): ________ ________ ________ ________ ________

Time notification received:

________ ________ ________ ________ ________

Absence recorded as follows:

Sick leave________
Personal business________ (Form #30 needed)
Unexcused________ (Amount of time if less than day ______)
Bereavement leave________

Please remember--your absence may be recorded as sick leave or personal business. Payment for the time absent is, however, subject to your having the leave time available for use.

You will not be paid for any time recorded as unexcused or for time where there is no leave time available.

PLEASE NOTE: Hourly staff members are unexcused for the time between 8:25am and the time the school is notified of the absence. Payment will not be made for that time.

For further information, see Section 5.141 of the Procedural Manual.

If there are any questions concerning the recording of your absence, contact the Unit Leader you notified of your absence.

____
Unit Leader

Form #46

SAMPLE FORM

PERSONAL ABSENCE MEMORANDUM

TO: ______________________________

FROM: Administrative Team

DATE: ____________________________

SUBJECT: Personal absence

This is to inform you that according to our attendance records, you have been absent during the current school year as follows:

____________________	____________________
Personal/Unexcused Days	Sick Days

Total absences: ____________________

This memo is in compliance with Section 5.20 of the Procedural Manual which states:

"Good attendance is expected of all classroom assistants. At the end of five days absence during the year the classroom assistant will be notified that he/she has been absent five days. In the event the classroom assistant is absent ten days, the attendance record will be referred to the principal for review and consultation with the unit leader, teacher, and classroom assistant. Should there be fifteen days of absence the principal will recommend suspension and termination of the classroom assistant unless, in his judgement, there have been extenuating circumstances.

"If, in the judgement of the principal, the absences of the classroom assistant are excessive within a brief period of time, the above timeline may be waived and action taken before fifteen days of absence has accrued. Action will not be taken, however, in cases of bonafide illnesses when the classroom assistant has more than fifteen days of sick leave accumulated.

"Good attendance is also expected at inservice sessions. If a staff member is absent from inservice more than two times, a conference will be held including the unit leader, the teacher, and the principal to discuss any action to be taken."

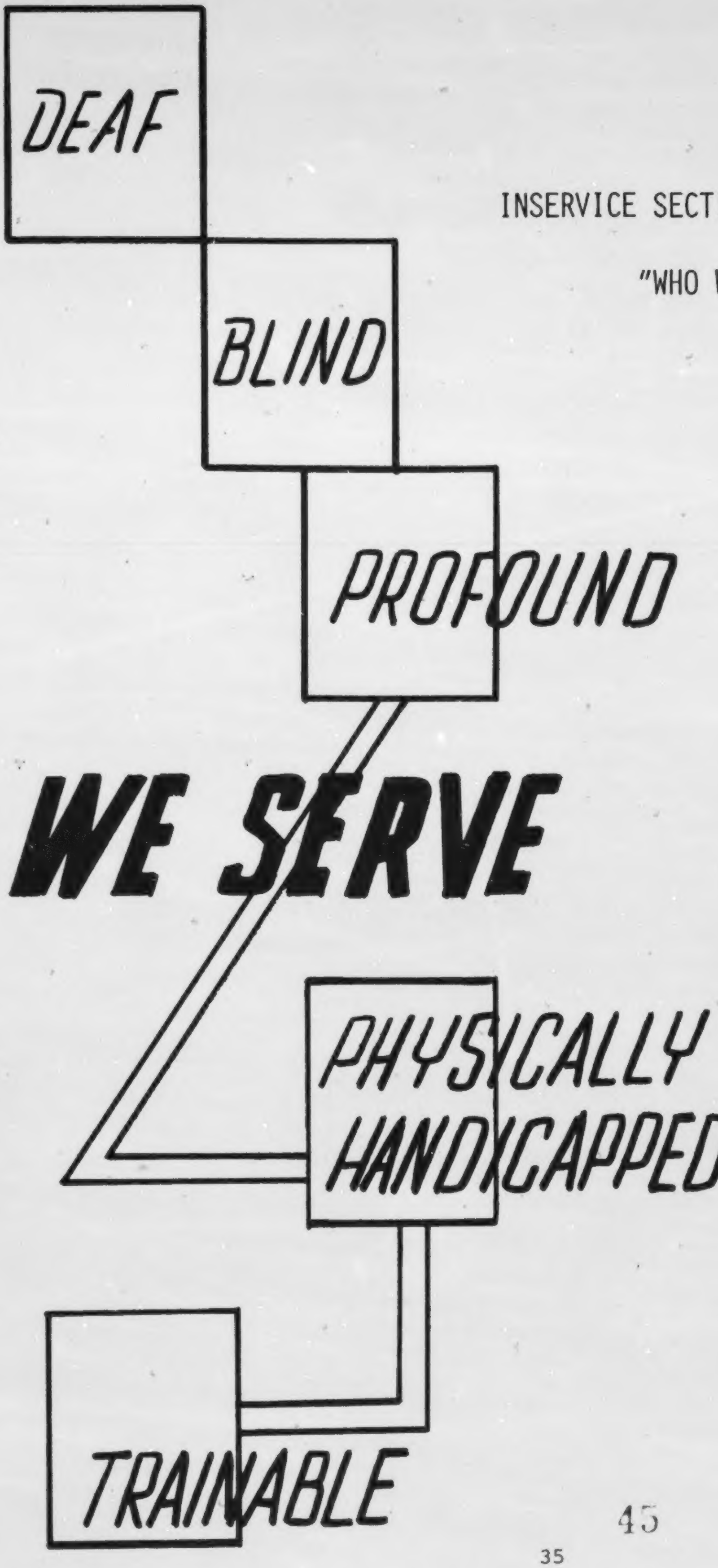
Please be advised that additional absences may lead to your suspension and dismissal as a classroom assistant at Cold Spring School.

Your signature indicates receipt of this memo and verification of attendance as recorded. If there are any questions, please contact your unit leader. The original copy is to be signed and returned to the office. The duplicate is for your records.

____
signature

INSERVICE SECTION #1

"WHO WE SERVE"


DEAF
BLIND
PROFOUND
WE SERVE
PHYSICALLY HANDICAPPED
TRAINABLE

"WHO WE SERVE"

INSERVICE SECTION #1

PURPOSE

The purpose of this section is to give classroom assistants an opportunity to increase general understanding of the students served and how they fit into the educational pattern of the public school program.

OBJECTIVES

General Session:

Classroom assistants will be able to distinguish between students in a program for the moderately/severely/profoundly/multi-handicapped mentally handicapped and those in a program for "regular" students.

Session for Inexperienced Assistants:

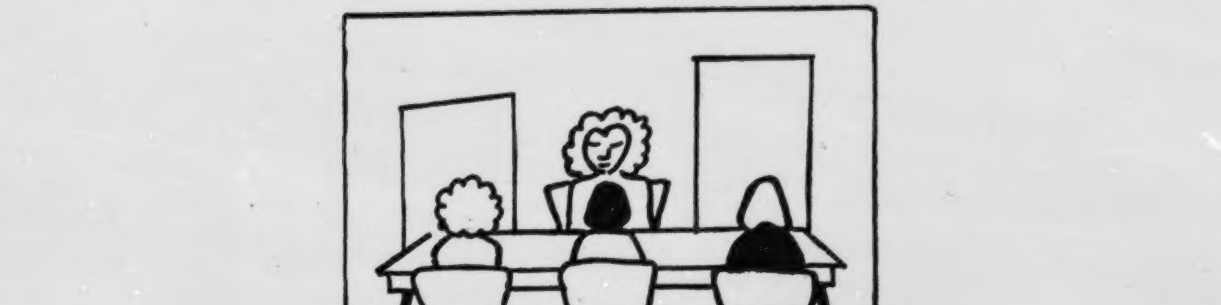
Classroom assistants will be able to identify general characteristics of the students enrolled in the program for the moderately/severely/profoundly/multi-handicapped mentally handicapped.

Session for Experienced Assistants:

Classroom assistants will identify the expected developmental levels of moderately/severely/profoundly/multi-handicapped mentally handicapped youngsters.

"WHO WE SERVE"

PROCEDURES


METHODS
DIRECTION
METHODS & MATERIALS
MATERIALS
ROLE PLAYING

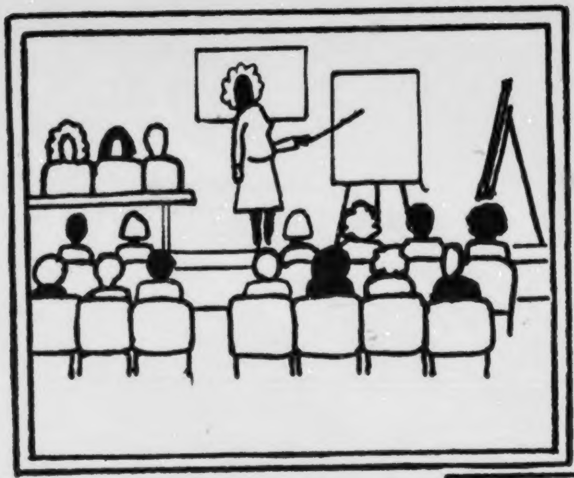
PROCEDURES

At Cold Spring School, this session has been conducted following some "exposure" to students by classroom assistants. That experience afforted them (the CAs) the opportunity to have a point of reference in discussions. The general session began with a slide presentation featuring some of the typical Cold Spring School students and descriptions of their unique learning and behavior difficulties. That presentation was followed by a panel discussion of professional personnel from each unit who spoke about the students in the age group they served. Both the session for experienced assistants and that for inexperienced assistants consisted of a short presentation by the respective unit leader followed by small group discussions. Presentations at Cold Spring were done by staff, although most communities would have access to personnel of agencies such as Public Health, Mental Health Association, Department of Public Instruction, etc. who should be available to discuss mental retardation (or mental handicaps) at little or no charge. Particularly when using outside personnel, it is advisable to mechanically record presentations for future use. In addition, it is helpful to have developmental charts and related information to place in the hands of classroom assistants. Discussion groups are extremely important for allowing classroom assistants to bring out current problems and training needs they may feel related to the subject.

Persons implementing training need to be aware of the pitfalls involved in presenting technical (medical) terms. As one of the evaluation team members commented, "'He is hydrocephalic,' instead of 'He has trouble holding up his head because it is too heavy,' are two entirely different statements and give two entirely different frameworks for teacher (or classroom assistant) behaviors." When discussing conditions and syndromes, one must stress that all youngsters can learn if one gets busy and teaches them something.

Finally, the following information is not intended to be handed to a classroom assistant for his/her reading. It is the essence of presentations made in the respective training sessions at Cold Spring School in the development of this document.

"WHO WE SERVE"



GENERAL SESSION

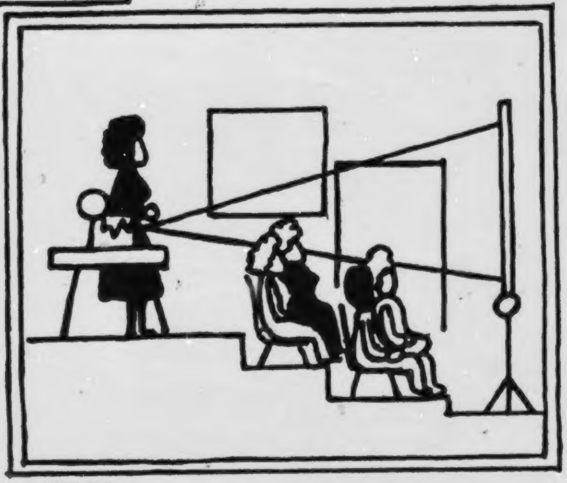
ALL CLASSROOM
ASSISTANTS
ATTEND

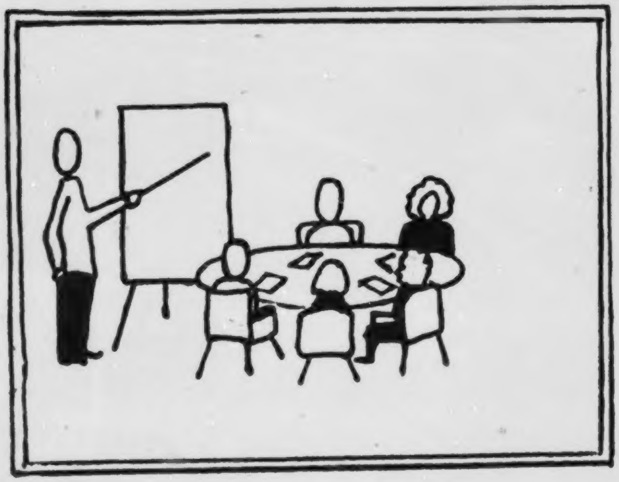
Page 40

UNIT SESSION I

INEXPERIENCED
CLASSROOM
ASSISTANTS
ATTEND

Page 44





UNIT SESSION II

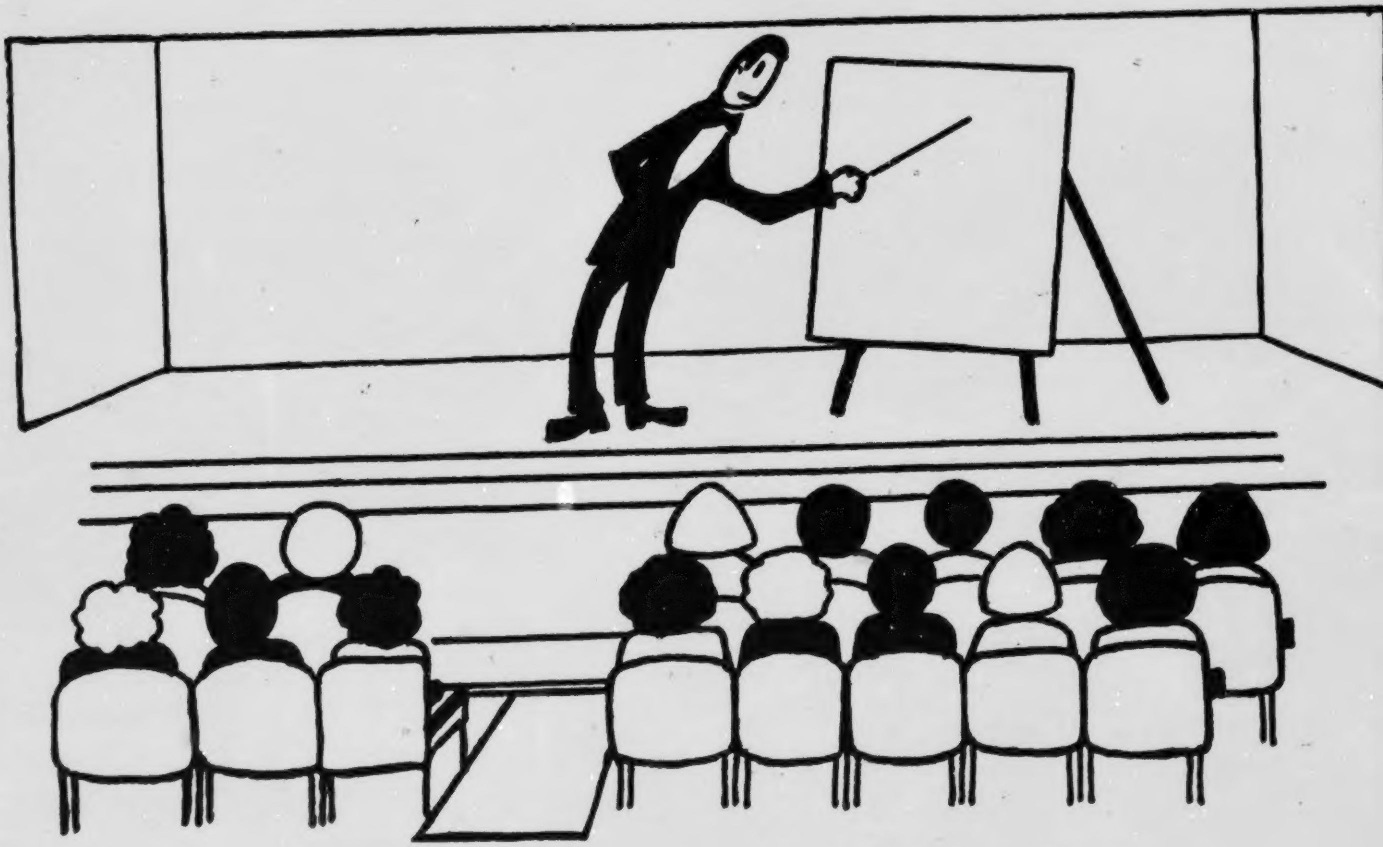
EXPERIENCED
CLASSROOM
ASSISTANTS
ATTEND

Page 49

"WHO WE SERVE"

GENERAL SESSION

ALL CLASSROOM ASSISTANTS ATTEND



"WHO WE SERVE"

General Session

INTRODUCTION:

One definition of mental retardation (mental handicap) is "sub-average general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior." In other words, the mentally handicapped person is one who, from early childhood, experiences unusual difficulty in learning and is relatively ineffective, without appropriate training, in applying information taught and experiences to the problems of everyday living.

HOW MANY?

By most definitions, some 3% of the population (3 out of 100) are persons considered mentally retarded (or mentally handicapped). Of that number, approximately 89% are mildly handicapped and expected to become literate, contributing members of the society. Approximately 6% are moderately handicapped and will probably continue to have some dependence upon others for support and/or assistance. About 5% are severely or profoundly handicapped and will not be expected to become self-supporting.

CAUSES:

Over two hundred causes for mental retardation have been identified. These account, however, for only about one-fourth of all retardation seen in children and adults. Some of the causes can be grouped as follows:

1. Genetic factors: Changes in the normal (hereditary) information stored in bodies can have a great effect on the development of the individual. Among genetic factors are:

    a. Inborn errors of metabolism in which an individual cannot utilize specific foods in a normal fashion. There are approximately twenty such factors known, and one to which reference is frequently made is PKU (phenylketonuria).

    b. Chromosomal anomalies (defects or mis-matches) may involve a portion or an entire chromosome. Down's syndrome is so caused.

2. Obstetrical factors: Include those causes which occur from conception through delivery--poor nutrition, age of mother (17 and under and 35 and over), some drugs, prematurity, postmaturity, maternal diseases (syphilis, rubella, mumps, toxemia), endocrine diabetes (hypothyroid-

ism), blood incompatabilities (Rh factor or ABO incompatability), radiation (between two and six weeks gestation), hypoxia anexia, poor prenatal care, birth injuries, etc.

3. Pediatric factors (occurring from birth through childhood): Diseases or injuries which may be included in this group are infectious deseases (measles, chicken pox, encephalitis, meningitis, etc.), dehydration, intoxicants, nutritional deficiencies, sensory defects, brain injuries, etc.

4. Psycho-Social factors: About seventy to eighty-five percent of persons who are mentally retarded (or handicapped) appear to have no brain abnormality. Causative factors in such cases seem to include lack of normal emotional emotional experiences in early infancy and/or intellectual experiences in the developmental period, damaging psychological or emotional experiences, social and economic deprivation, and parental neglect.

It is important to note that many of these causes of mental retardation (or mental handicaps) can be prevented.

(NOTE: It is intended that the above information be presented to session participants in a verbal format. It would be helpful if the presentation included slides of youngsters in the particular program to facilitate stressing the fact that the content of the session concerns children (people) who have difficulty in learning due to mental handicaps, not "things" or MR people. It is essential the presentor accentuate that the children discussed are "normal" in most ways. The information on page 43 may be included, again in a positive attitude.)

TYPICAL DEVELOPMENTAL CHARACTERISTICS OF PERSONS WITH MENTAL HANDICAPS

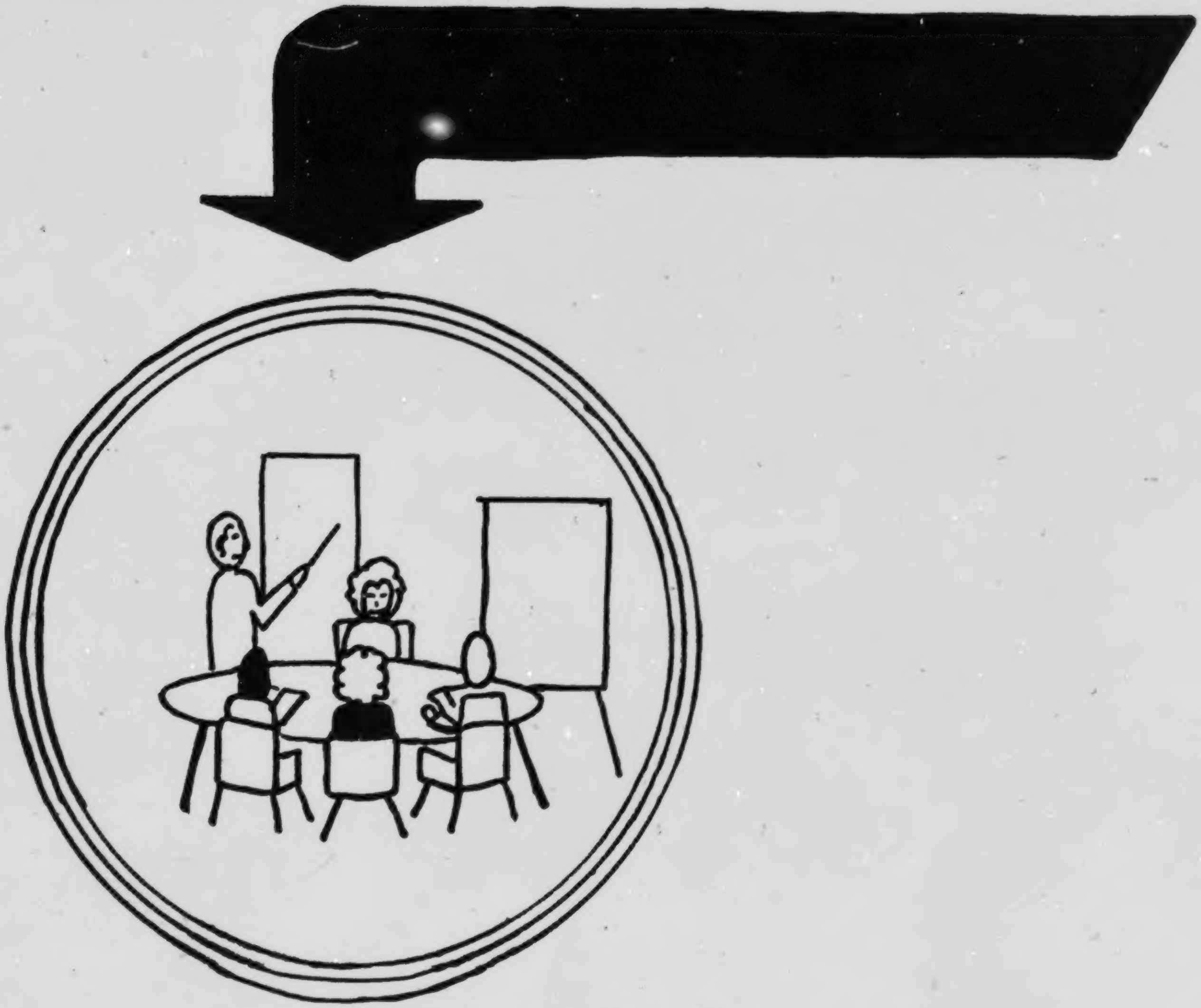
Classification	Preschool (0-5yr) Maturation and Development	School (6-20yr) Training and Education	Adult (21+yr) Social/Vocational Adequacy
Mildly Mentally Handicapped	Slower than others, but develops social and communication skills; minimal retardation in sensorimotor areas; often not distinguished from "normal" until later years.	Can learn academic skills up to approximately sixth-grade level by late teens; can be guided toward social conformity.	Can achieve social and vocational skills to allow independent living and competitive employment
Moderately Mentally Handicapped	Can talk and learn to communicate; poor social awareness; fair motor development; profit from training in self-help; may require moderate supervision.	Profits from training in social and occupational skills; academic achievement minimal; can learn to travel alone in familiar places.	Can achieve self-maintenance in unskilled or semi-skilled work; may need supervision or guidance in a living environment.
Severely Mentally Handicapped	Poor motor development; speech and language may be limited; generally slow to profit from training in self-help; may often be also physically handicapped	Learns to communicate; can be trained in some health habits; profits from systematic habit training.	May contribute to self-maintenance under supervision; can develop self-protection skills to a useful level at least in a controlled environment.
Profoundly Mentally Handicapped	Considerable retardation or handicap; minimal capacity for functioning in sensorimotor areas; may need some nursing care.	Some motor development present; requires systematic training in self-help skills.	May have limited motor and speech development; may achieve limited self-care.

Adapted from The Problem of Mental Retardation, U.S. Department of Health, Education, and Welfare

"WHO WE SERVE"

UNIT SESSION I

INEXPERIENCED CLASSROOM ASSISTANTS ATTEND



"WHO WE SERVE"

Unit Session I--Inexperienced Personnel

INTRODUCTION:

In the general session, you received an overview of typical characteristics of children who are moderately/severely/profoundly/multi-handicapped mentally retarded or mentally handicapped. You should have some picture, then, of the students we serve. Let us now be more specific and discuss some of the terms you may hear in reference to students.

SEVERELY/PROFOUNDLY MENTALLY HANDICAPPED (RETARDED):

These youngsters require constant care and supervision. Many of them may never learn to talk or to perform functions such as eating, dressing, or toileting without help. Others can learn these skills through certain teaching techniques which will be discussed in later training sessions.

MULTI-HANDICAPPED:

This means a youngster has two or more handicapping conditions. Any handicap (or disability) may be temporary or permanent; pain may or may not be present; the disability may be readily apparent or it may pass unnoticed by the untrained observer; it may appear gradually or spontaneously; treatment may call for increased activity and exercise or forced immobilization; the condition may be progressive, stable, or remediable. Generalizations about what we can expect of crippled children are difficult to make since the medical report presents only one aspect of the child's disability. The degree to which the physical disability becomes an educational handicap can only be evaluated individually. The youngster's day may contain excessive pain, reactions to medication, fatigue, separation from family and friends, etc.

MODERATELY MENTALLY HANDICAPPED (RETARDED):

Children who are classified as moderately mentally handicapped develop at about one-third to one-half the rate of the average child. At six years of age, they are intellectually similar to "normal" children of two or three years of age. In adulthood, their mental development approaches that of five to eight years.

Moderately mentally handicapped children are not likely to acquire sufficient skills in "the three R's" to be literate; thus, they are not educable in the academic sense and are generally unable to profit academically from participation in either classroom work in general education or that provided for mildly mentally handicapped (educable) youngsters. In adulthood (with some rare exceptions), they will receive little to no information from a newspaper or from other written materials. Additionally, they will have considerable difficulty in matters such as handling money.

The moderately mentally handicapped are able to learn to (1) develop the skills for dressing, toileting, and eating; (2) talk and carry on a simple conversation--though they may have few verbal communication skills during the school years; (3) guard themselves against common dangers in a protective environment or in familiar community settings; and (4) perform simple chores in a sheltered environment in the home or the community. As adults, they may not be independent, socially or economically. Instead, they may need some care and supervision all of their lives; so they seldom marry, raise families, or set up independent living in their own homes. They usually continue to live with parents, relatives, or friends or are cared for by one of the social agencies. This often may be a halfway house or an independent living unit.

The following are terms used frequently by personnel working with moderately/severely/profoundly/multi-handicapped mentally handicapped individuals. Some familiarity with these terms may be helpful in teacher/classroom assistant communication.

GLOSSARY

ATAXIA	Muscular incoordination, particularly in the movements of arms and legs
AUDITORY	Relating to hearing
BILATERAL	Pertaining to the use of both sides of the body in a simultaneous and parallel fashion
BINOCULAR	Use of both eyes simultaneously
BODY IMAGE	Complete awareness of one's own body and its possibilities of movement and performance
DIRECTIONALITY	The projecting of "right" and "left," "up" and "down," "forward" and "backward," and direction from the body out into space (The child must develop laterality within his/her own body and be aware of the right and the left sides of his/her own body before becoming ready or able to project directional concepts outside of himself/herself.)
DISTRACTABILITY	Problems in attention
ECHOLALIA	The meaningless repetition of words or sentences (usually whatever is said to the child)
EPILEPSY (SEIZURE OR CONVULSION)	A disturbance of consciousness during which generalized convulsions may occur. There are many forms of epilepsy. They vary depending upon the site of origin, extent of the area involved, and nature of the causes. It is not a disease; it is a symptom.
(a) PETIT MAL SEIZURES	Laymen know them as faints, sensations, or spells. They may occur with major seizures or they may occur without them. They consist of one or more of the following: mild attacks of dizziness, faintness, unusual sensations, dozed states, hot flashes, vomiting, belching, temper

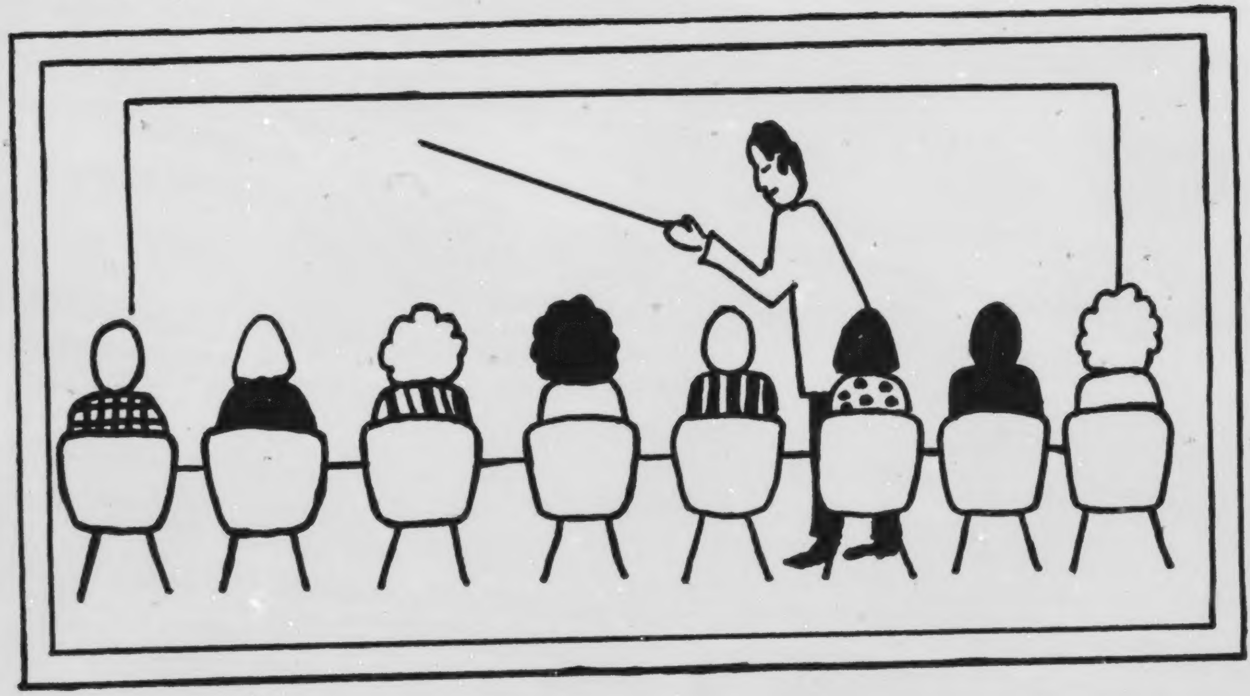
	tantrums, sudden relaxation of musculature (drops anything in the hands and stops speaking for a moment), momentary confusion, sudden visual, auditory, or peculiar tast or odor sensations, sudden jerks or starts. Petit mall attacks are usually extremely brief, and often the child has no memory of the loss of consciousness. The person is only dimly aware of the occurence of a spell. Typically, such attacks occur in young people, rarely beginning after the age of twenty.
(b) GRAND MAL SEIZURES	The convulsion consists of a spasm of all the limbs, rarely lasting longer than 30 seconds; and it is followed by a series of sharp, short, interrupted jerks. Following the spasms, the child may pass into heavy sleep which could last for several hours.
(c) JACKSONIAN SEIZURES	These may start with a twitching in one part of the body which spreads to other parts. It then becomes jerks; and consciousness is usually lost when the seizure becomes widespread. Some start with a sensory aura of a visual nature (bright flashes or globes of light), while others may start with numbness or tingling of a limb. Jacksonian seizures spread until the whole motor area is involved, but the convulsion begins in one location.
(d) PSYCHO-MOTOR SEIZURES	This is a loose, catch-all term for a great variety of seizures, some mainly psychic and some mainly motor. They are often mistaken for hysteria. Movements are of a highly organized but semi-automatic characteristic. They are rare in children. The attack is marked by confusion rather than loss of consciousness, later amnesia. Most persons who have psycho-motor seizures have grand mal, only a few have petit mal.
FINE MOTOR ACTIVITIES	Activities in which precision in delicate muscle systems is required
FORM PERCEPTION	The ability to concieve form in all its parts, put it together as a whole unit, then again break it down into individual parts
FRUSTRATION LEVEL	That level at which the child gives up trying
GENERALIZED MOVEMENTS	Movements which sweep through the whole body--parts such as arms and legs are moved, not in relationship to their function but only as part of the total movement
GROSS MOTOR ACTIVITY	Activities in which groups of large muscles are used and the factor of strength is important
HANDEDNESS	The choice of hand or side which is to lead in activities; grows from laterality
HYDROCEPHALUS	The collection of fluid in the head which may cause

	the head to be globular or pyramidal in shape. The face may be disproportionately small and eyes "hidden" in sockets and turned upward--a child who is "hydrocephalic" may have considerable difficulty in supporting the head because it is heavy.
INTEGRATION	Pulling together and organizing of all the stimuli which are impinging on an individual at a given time--involves tying together present experiences with those from past activities (Organizing many individual movements into a single complex response)
KINESTHETIC	The sense which yields knowledge of the movements of the muscles of the body and the position of the joints
LATERALITY	Awareness of the two sides of the body and ability to use each separately or both sides together, as the task requires
MICROCEPHALUS	Having an abnormally small head (microcephalic)
MIDLINE	Child's own center of gravity: Unless he/she has a well-defined midline as the result of well-developed laterality, the child's space structure will not be stabilized and he/she may have difficulty orienting to surroundings.
MONGOLISM (also, Down's Syndrome)	Pathologically, the brain is small. There may be slanting of the eyes, ear anomalies or small lobes, flaccid or flabby hands, or other physical indications. The child is typically docile and tractable and may give an appearance of higher mental capacity through a tendency to imitate others. Many such children are receptive to upper respiratory infections.
MOVEMENT PATTERNS	The organization of single movements into complex wholes--the movement pattern allows the child to concentrate on purpose of movement rather than on how movement can be made
OCULAR	Having to do with the eyes
ORIENTATION	The child's ability to locate himself/herself in relation to those things surrounding and/or to time. Also, the ability to stabilize environment so it remains more or less constant, for it would be almost impossible to orient oneself to a world in which nothing "stayed in place."
PERCEPTION	An experience or sensation combined or integrated with previous experience which gives it added meaning (Perception is controlled by stimuli received, memory, and motivation.)
LETHARGIC	Drowsy, lacking in vigor

"WHO WE SERVE"

UNIT SESSION II

EXPERIENCED CLASSROOM ASSISTANTS ATTEND



"WHO WE SERVE"

Unit Session II--Experienced Personnel

INTRODUCTION:

In the general session and in the session for inexperienced classroom assistants, information was provided to enable identification of some of the characteristics of moderately/severely/profoundly/multi-handicapped mentally handicapped youngsters. Further, an attempt was made to acquaint the participant with some of the language frequently used in reference to syndromes in which those children with whom classroom assistants work are involved. To place some of the previously-presented information into more perspective, the content of this session will concern developmental characteristics of the children served in the program and contrasting those characteristics with development of "normal" or non-handicapped youngsters.

To facilitate discussion, information on the following pages (51-60) presents an overview of growth and development of non-handicapped youngsters. As you will note, it includes the areas of physical development, emotional development, and social development.

NOTE: Again, it is not expected that the following pages would be reproduced and given to classroom assistants without discussion. If such information were presented to them in printed form, it would be for the purpose of reinforcement and/or to compare with the information from the general session.

OVERVIEW OF GROWTH AND DEVELOPMENT BY AGE
(NON-HANDICAPPED YOUNGSTERS)

AGE	PHYSICAL	EMOTIONAL	SOCIAL
4 weeks (mouth/eyes predominate motor behavior)	Tonic neck reflex attitude Startle response Sucking reflex Hands fisted--grasp reflex Begins to focus but does not perceive what is seen--regards dangling object Activity decreases as child "listens" Sleeps up to 20 hours per 24 Back rounded	Gratified by sucking Responds to mother's emotional attitude Random behavior Cries from discomfort	Smiles at approximately six weeks Expresses demands by crying Responds to being held, fed, changed
16 weeks (head/neck/ shoulders predominate motor behavior)	Holds head up Sits with support for short periods Bilateral hand play, regards hands Tries to reach for objects but overshoots Focuses actively, perceptual exploring Grasps objects, but cannot pick up what is dropped At 5mo. birth weight doubled	Facial responses, smiles freely Shows pleasure and anger Makes sounds when talked to Quieted by mother's voice Responds to sound, sight, and/or touch Recognizes mother Responds with entire body	Coos, babbles, gurgles Laughs aloud Frolics when played with Not selective
28 weeks (legs, fingers, feet predominate motor development)	Sits in highchair, on verge of sitting alone (7-9 mo.), overbalances Manipulates objects, bangs Hand-to-hand transfer, tilts hand to grasp Hand to mouth/visual exploration	Shows affection for all Thumb sucking to relieve tension Fear of loud noises and of falling Pats image of self in the mirror	Imitates simple acts Cries for people Shows affection for all people Responds to name Uses attention getting actions Squeals Syllables: ba, da, ka

AGE	PHYSICAL	EMOTIONAL	SOCIAL
28 weeks (continued)	Reaches accurately Turns completely over at 6 months Fingers food	Shows pleasure, anger, fear, affection	
40 weeks (tongue-tip, finger-tip, toes predominate motor behavior)	Rolls over, sits up with good balance Stands with support, pulls self up Creeps, crawls Thumb/index control (opposition) Pokes and probes with index finger Likes to bang two objects together and let go or drop	Shows discrimination in giving affection--only familiar people Responds to words, i.e. "Where is Daddy?" Pulls on clothes of others to gain attention	Wants to be with people Learns by imitation, i.e. "Pat-a-Cake" Waves "bye-by" Shakes head "no" Shy of strangers One or two words in vocabulary Repeats performances laughed at
15 months (begin toddler period of 1 to 3 years)	Walks (12 to 15 months) Finger feeds well Drops things purposely Birth weight tripples at one year Plays with several objects at once Creeps upstairs Hands objects to people Cannot turn corners rapidly Drinks from cup, spoon to mouth, but upside down Builds tower of 2 blocks Likes to take off shoes Scribbles with crayon Likes to empty containers Shows mother wet pants	Capable of primitive affection, sympathy, jealousy, anxiety Begins positive signs of independence, i.e. feeds self, takes shoes off Fragmentary sense of personal identity	Begins to imitate domestic duties Kisses pictures Asks by pointing Wants an audience Several intelligible words plus jargon

AGE	PHYSICAL	EMOTIONAL	SOCIAL
18 months	One dozen teeth 30 to 33 inches tall 20 to 28 pounds weight Sleeps over 12 hours/day Explores physical world Walks backwards, walks with broad base, jumps on both feet Abdomen protrudes Uses total arm movement in painting, throwing, etc. Pushes, pulls, tugs, lugs, bangs, hugs Unzips zippers Likes to clean up "messes," flush toilet, put things back in their places Begins ritualizm Squats to pick up things Up and down stairs Tower of 3 to 4 blocks Manages spoon without rotation Identifies body parts Sphincter control, dry by day Handedness may be indicated	Aware there are others, i.e. doctor, sibling, grocer, and responds selectively Angry when abilities prevent completion of a task Temper tantrums begin Destructive, tears magazines Personal identity begins, can distinguish between "you" and "me"	Attends to the here and now, cannot project or consider the future Begins to put words together Responds to simple verbal direction Identifies common objects (dog, cat, ball, shoe) Imitates actions of others (crossing legs, etc.) More elaborage games Shows sustained interest Ritualism begins Non-conformist Solitary play Sways to music
2 years (motor-minded)	Sturdy on feet, bends at waist to pick up things Up and down stairs without alternating feet Can kick a ball Takes things apart and fits together again	Negativistic, exercising powers Fear of bedwetting, animals, being deserted--response is helplessness Temper tantrums, exercising control	Vocabulary increases (300 wds) Cannot share ("It's mine.") Begins sentences, 3-word phrases Solitary to parallel play Shy with strangers Vacillates between dependence and independence

AGE	PHYSICAL	EMOTIONAL	SOCIAL
2 years (continued)	Can rotate forearm, so turns doorknobs Pinches, pushes, kicks, bites Intrigued by water Can copy a circle (imitate) Can build tower of 6 to 7 blocks Can put on shoes, socks, pants Usually dry at night	Fussy eater Ritualistic and self centered Shows pity, eympathy, modesty, shame, and can evidence guilt Can show great affection Still some autistic behavior Cannot make choices Possessions and physical ability more limited than ideas--main source of anger response	Great imitation Dawdles More responsive to humor or distraction than discipline
2½ years	Jumps on both feet Tiptoes Tower of 8 and simple bridges Holds pencil more correctly and imitates vertical and horizontal strokes Bowel and bladder control accomplished	Goes to extremes in all things Capacity for voluntary choice weak so tries both due to realization life has alternatives Cannot be forced at any price	Negativism at peak Ritualism Unpredictable Dawdles when can't make choice Vocabulary of 1000 words Dramatic and parallel play
3 years (gross motor activity) (begins preschool years 3 to 5)	Nimble on feet--climbs, runs, turns well, swings arms more like adult Can count to 5 (or 10), but cannot understand Knows night from day Rides a tricycle Dresses/undresses if helped with buttons, brushes teeth Copies circles and cross	Begins to show self control and can make simple choice Tries to please and conform Temper tantrums at peak Imaginary worries--fears dark, dogs, death Curiosity level rises Frustrated with obstacles Restless sleep Enjoys praise Responsive to verbal guidance	Parallel play with small rudaments of cooperation Begins to "wait turn" Likes to run errands Speaks in sentences and uses pronouns Sings Distinguishes between girls and boys Interest in own body Loves to be with other children

AGE	PHYSICAL	EMOTIONAL	SOCIAL
3 years (continued)	Draws a man on request Feeds self well Full set of temporary teeth Knows some nursery rhymes	Playmates main source of anger response	Does not share willingly Ritualism decreases Highly imaginative Begins to use words as tools and to comply with cultural demands
4 years	Skips and does stunts Climbs well Can cut on line, throw overhand, lace shoes, etc. Holds brush in adult manner, paints in flourishes with running commentary May know primary colors	Uncontrolled aggression Love of opposite sex parent Language added to tantrums, name calling Acts out if does not get way Defies parents, but quotes them as authority Boastful, dogmatic, bossy Perceives analogies Begins to conceptualize and generalize Not as sensitive to praise of others Moralistic judgements begin Feels independence and often asserts Some difficulty in separating fact from fancy Concern for ghosts, gobblins Deductive reasoning begins	Endless questions--"why"/"how" Great fabrication Cooperative play with rapid change in friends Swearing and silly words Concern for origin of babies and death Loves an audience and talks to self if none available Runs topics in the ground Imagination vivid, rapid, varied Rationalization Total confidence in own ability to do anything Imaginary friend
5 years (plateau begins) (refines total gains)	Agile Draws a man Poised and controlled motor ability Self-help Can tie shoe laces	Much self-criticism Great increase in self control Calm and self-confident (parents get lost, not child) Tantrums end, courtesy high	Vocabulary of 2000 words well used Conforms, "angelic age" Well organized Self-contained and responsible Obedient

AGE	PHYSICAL	EMOTIONAL	SOCIAL
5 years (continued)	Spontaneous drawing with definite idea in mind, copy a triangle Knows full name and address Knows primary colors Knows morning from afternoon Girls about one year ahead of boys in growth Handedness well established (between 2 and 5 years)	Likes to finish what is started and brings projects home with pride Can separate truth from fancy Thoughts are concrete Strong sense of personal identity Well adjusted and happy age Individually and lasting traits begin to be apparent Purposeful, constructive	Dramatizes life in play with detail Likes group play Likes experience outside the home with others Wants to go to school Socialized pride in appearance and accomplishments Can now show anger to peer by exclusion rather than physical attack or name calling Can share, generosity increases
6 years	Active and boisterous Physical growth slows Large muscles better developed than small Eyes not yet mature, tendency to far-sightedness Permanent teeth appear Heart in period of rapid growth Copies a diamond Names days of the week Can count fingers Knows right from left Count out any number (to 10) from grouping of objects	Ambivalence Has ideas of good and bad Fears remote danger, ridicule, ghosts Tense, upset, unpredictable Shows off, less cooperative than at 5 years Keen for competition Often less mature at home than with outsiders Regresses when tired Short interest span Difficulty making decisions Boys and girls interests begin to differ Needs praise, warmth, and patience Strongly embarrassed by lack of physical privacy Has great fear of the supernatural and that parents will die	Indecisive Group play (chaotic) Independent More interest in peer group than in family Learning competition and cooperation Beginning social personality Vocabulary of 20,000 words in first grade

AGE	PHYSICAL	EMOTIONAL	SOCIAL
7 years (great growth of independence begins)	Growth slow and steady Loosing teeth Better eye/hand coordination and use of small muscles	Dependent upon adult approval Learns best in concrete terms Cautious and self-critical Highly competitive, fights with words now more than blows Great concern with "right" and "wrong," though may take things Able to assume some responsibility Day-dreamer Fears war, spys, burglars, but begins to take action to dispell them	Sensitive to feelings of peers and adults Interest in boys and girls Enjoys songs, myths, fairy tales, stories, movies, radio, TV Large shift from egocentric to social thinking, "age of reason"
8 years	Movements more graceful with increased perfection Poor posture often appears this year	Explores feelings of others seeking role identity Has private interests Resents being treated as a child Restless More dependent on mother again and very sensitive to criticism Understands time and use of money Great need for "best" friend Greater capacity for self evaluation Some abstract thinking School related fears	Needs and seeks others In gang stages, begins collaboration Modest Works and plays hard May be argumentive and careless, but alert, friendly, and interested in others New awareness of individual differences Fond of team games Hobbies and collections begin Allegiance to peers over adults if conflict occurs
9 years	Slow, steady growth with girls still ahead	Decisive, responsible, dependable ("right" from "wrong")	Individual differences distinct and abilities apparent

AGE	PHYSICAL	EMOTIONAL	SOCIAL
9 years (continued)	First and second bicuspids appearing Lungs, digestive, and circulatory systems almost mature; heart especially subject to strain Eye/hand coordination good; hands ready for crafts and shop work	Capable of prolonged ingerest Perfectionist, wants to do well but looses interest if discouraged or pressured Loyal to his country and pride in it Much arguing over "fairness" Outspoken and critical of adults Much discussion and trying out of ideas Some signs of being ready for abstract thinking Fears related at school to failure, trouble at home, own mistakes, competitive situations	Gangs strong and one sex only Still moving for greater independence Exaggeration strong in gang stage in attempt to make impression on peers Codes and secret language popular (8 to 10 years)
10 years (begin preadolescence approximately 10-12)	Plateau "resting period in growth" Perfection of most motor skills Writes well with speed	Responsible Self-direction, easy going Matter of fact	Curteous, well-mannered Fairness with others Lives by rules Flexible
10½ - 12 years (preadolescence)	Rapid changes in height, weight, body contour, and physiology Awkward in motor ability These changes anywhere from 9 - 13 years, with girls ahead of boys Enormous but capricious appetite	Wide individual differences in maturity in this group Awkward, restless, lazy as result of rapid and uneven growth May be over-critical, changeable, rebellious, uncooperative, confused Increased demands for independence (emancipation) Hero worship	Close friendships, "chums" Common goals, "our team" Peers more important than family Identifies with own sex and antagonizes opposite Need for interpersonal intimacy Fad dressing and over-dressing Gang loyalty stronger in boys than in girls Interested in activities to earn money

AGE	PHYSICAL	EMOTIONAL	SOCIAL
10½ - 12 years (continued)		Fear of ridicule School main source of worry Resents authority Realizes significance of lonliness Able to begin abstract deductions	Collections peak Secret languages to establish own society at peak Vocabulary 50,000 words
12 - 14 years	Puberty: girls, 12-14; boys, 14-16 Physical maturity with masculinity and feminity Physical strength increases in boys, decreases in girls Endocrine changes Rapid weight gain with enormous appetite Bone growth completed Motor activity decreases	Extremes--emotional instability with "know it all" attitude May regress to nail biting, tricks, impudence, daydreaming High interest in philosophic, ethic, and religious problems; search for ideals Oversensitive, much self pity	Preoccupied with social acceptance with fear of ridicule, being unpopular, etc. Strong identification with an admired adult Assertion of independence from family begins Girls more interested in boys than boys in girls Secretive Clubs
15 - 16 years	Adult physique achieved	Period of indifference at 15 Withdraws from mental meditation Accepting feminine or masculine sex role Need assurance of security Seek both dependence and independence Need opportunities to made decisions and to earn and save money Need a "worth cause" to support	Large, mixed play groups (dances, parties, social games) Social conformity with need for approval Opposite sex interest increased in boys and girls Emancipation form family continues High interest in physical attractiveness Clubs, hobbies High school vocabulary, 80,000 words

AGE	PHYSICAL	EMOTIONAL	SOCIAL
17 - 21 years	Achieving level of reason Self acceptance "Who am I"	Formation of beliefs and value system Choosing vocation interests Thinking in terms of "future mate" Patterning of sexual behavior Independent and self reliant Formation of foursomes and twosomes dating	

"WHO WE SERVE"

Section Evaluation

GETTING "IT" TOGETHER
EVALUATION & OPERATION

As indicated in the "Introduction" to this document, the questions given below were used as points for discussion of inservice sessions among professional and paraprofessional (classroom assistant) personnel at Cold Spring School. While they may appear minimal, there was considerable documentation required of participants relative to the project in general. The evaluation of sessions evolved into discussions including the unit leaders at CSS and classroom assistants who served on a project advisory board/planning and evaluation committee. Other facilities/programs adapting the training program may find it more useful to develop instruments of more detailed checklists of concepts and techniques dealt with in the session arranged in such a way that the assistants could check those items they felt most comfortable with and those more difficult and with which they would like more help. That format would allow those providing training to assess each session and determine what had been accomplished and what further needs existed for both the group and for individual participants.

The following may be some discussion questions:

(1) What does the term "moderately mentally handicapped" mean to you?
(2) Describe some of the general characteristics of children who are moderately mentally handicapped.
(3) Give two examples of ways in which the youngsters enrolled at Cold Spring School differ from those at other buildings in IPS.
(4) What information from the sessions this month will help you in your work at CSS?

HELP
(SEIZURES)

INSERVICE

SECTION #2

"HELP"

(SEIZURES)

"HELP" (SEIZURES)

INSERVICE SECTION #2

PURPOSE

The purpose of the following sessions on seizures is to familiarize the classroom assistants with techniques for handling students who have seizures.

OBJECTIVES

General Session:

The classroom assistant will learn to identify the student who is having a seizure.

Session for Inexperienced Assistants:

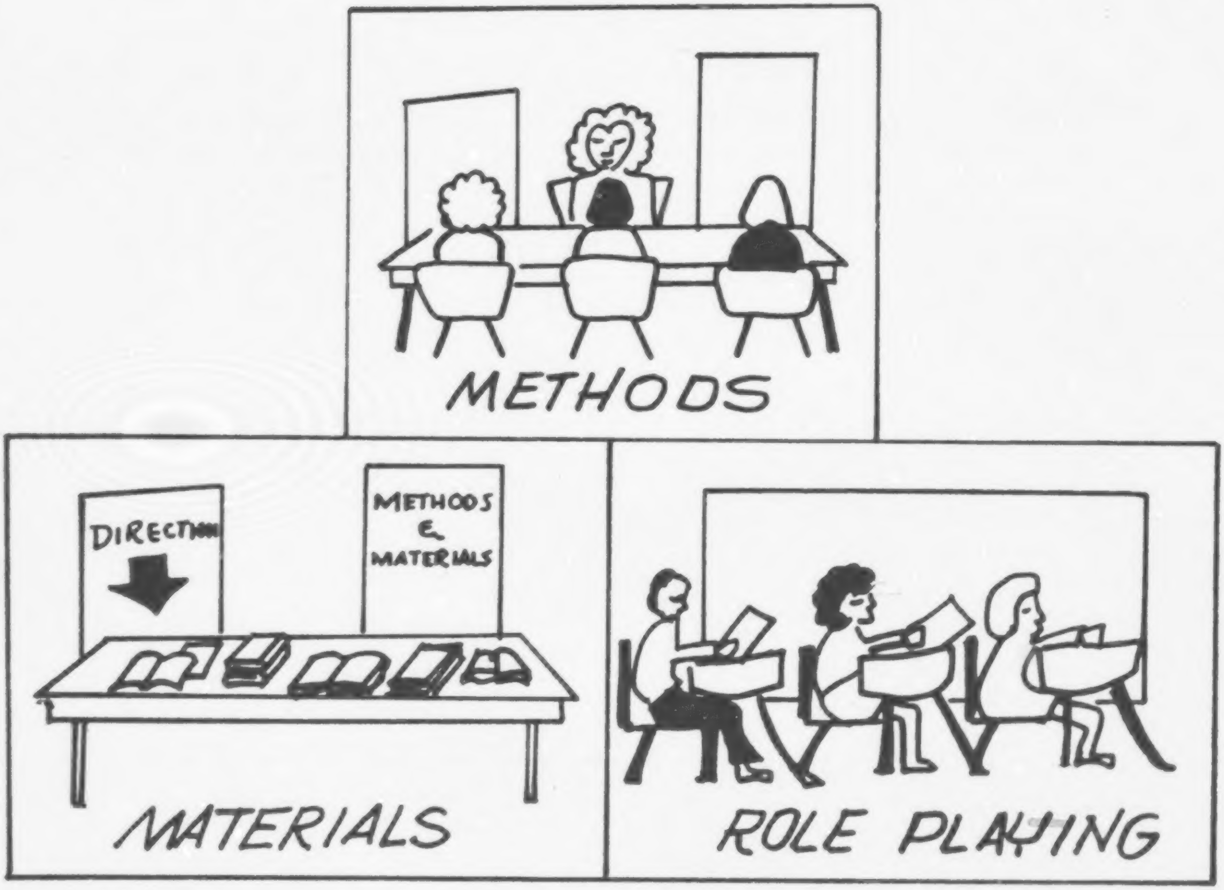
The classroom assistant will be able to demonstrate appropriate behavior for assistance to a student who is having a seizure.

Session for Experienced Assistants:

The classroom assistant will be able to identify associated problems of students who are seizure-prone.

"HELP" (SEIZURES)

PROCEDURES


METHODS
DIRECTION
METHODS & MATERIALS
MATERIALS
ROLE PLAYING

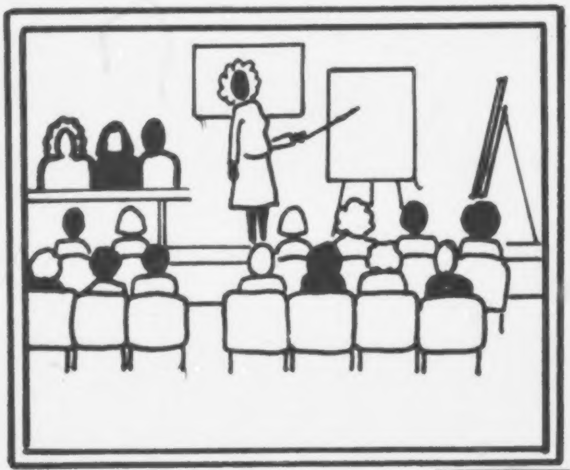
PROCEDURES

At the suggestion of classroom assistants at Cold Spring School, this section on seizures was scheduled for a time very early in the school year. There may be justification, in fact, for scheduling it during the preservice portion of the training--due to the fact it may be that a classroom assistant will be faced with a child having a seizure during the first day on the job. The general session, as implemented at CSS, included large group discussion relative to seizures and appropriate assistance for youngsters (or others) before, during, and following seizures. The National Epilepsy Foundation has produced a 16mm sound film relative to epilepsy and seizures which is available through the Indiana Epilepsy Foundation and was used in the general session as an introduction. Each of the unit sessions (that for inexperienced classroom assistants and that for experienced classroom assistants) was conducted in a small discussion group format with CSS staff members serving as discussion leaders. In the event local staff members feel insufficiently prepared to lead small or large discussion groups relative to epilepsy and/or seizures, personnel of agencies such as Public Health Department, Epilepsy Foundation, County or State Mental Health Association, or a local medical association or society should be available at little to no cost.

Again, the information on the following pages is not presented as material to be duplicated for classroom assistants. It appears herein as representative of the content of training sessions presented for classroom assistants in the development of this training program.

NOTE: The film to which reference is made above is titled "Modern Concepts of Epilepsy" and is also available through the Indiana State Board of Health.

"HELP" (SEIZURES)



GENERAL SESSION

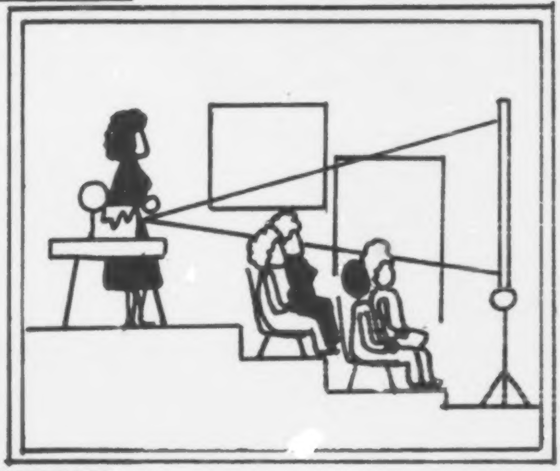
ALL CLASSROOM
ASSISTANTS
ATTEND

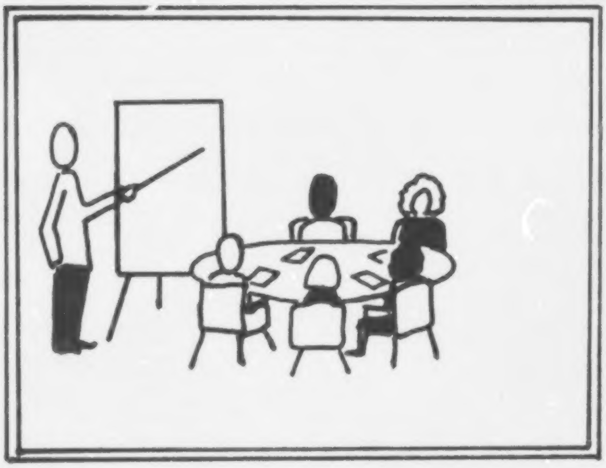
Page 67

UNIT SESSION I

INEXPERIENCED
CLASSROOM
ASSISTANTS
ATTEND

Page 70





UNIT SESSION II

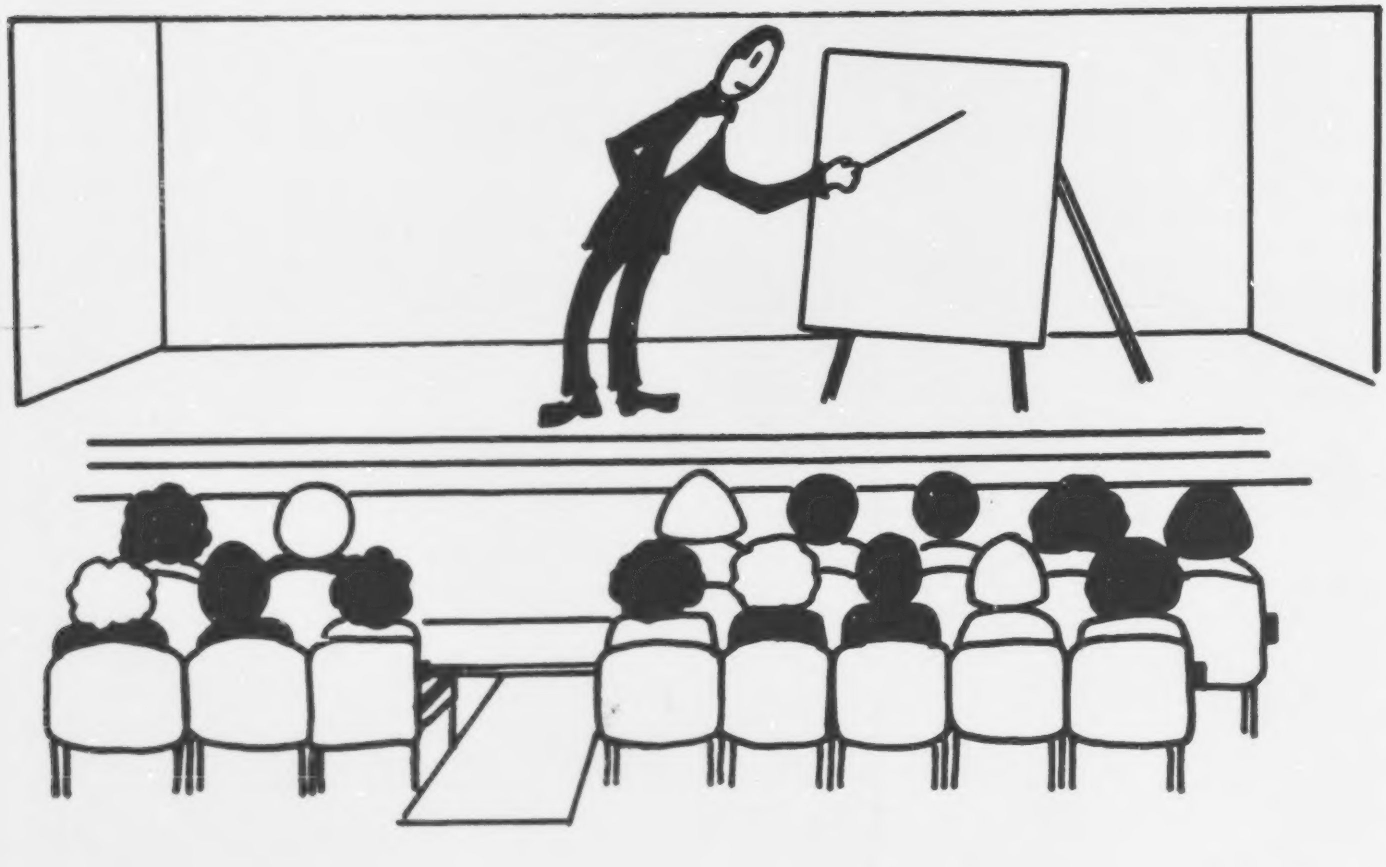
EXPERIENCED
CLASSROOM
ASSISTANTS
ATTEND

Page 73

"HELP" (SEIZURES)

GENERAL SESSION

ALL CLASSROOM ASSISTANTS ATTEND



"HELP" (SEIZURES)

General Session

According to careful estimates, about one in every five children has epilepsy. That means there may be a child with epilepsy in one of your classes. You may not even be informed that he or she is subject to seizures. Often it may be that the parents themselves are unaware--particularly when the child has the petit mal or psychomotor types of epilepsy. The following are some of the symptoms which may be observed in children with petit mal or psychomotor seizures:

(1) Staring spells (apparent day-dreaming)
(2) Tic-like movements
(3) Rhythmic movements of the head
(4) Purposeless sounds and body movements
(5) Head dropping
(6) Lack of response
(7) Eyes rolling upward
(8) Inappropriate chewing and swallowing movements

If you suspect one of your students has epilepsy, you should discuss the matter first with the classroom teacher. The teacher, in turn, will contact either the school nurse or the Public Health nurse assigned to the building. Only a physician, after thorough examinations, can state that a person does or does not have the disorder.

The following are some things to keep in mind relative to the presence in your room of a child who has epilepsy:

(1) Do not pamper the child for fear he/she will have a seizure
(2) Do not let him/her "rule the roost"
(3) Do not fear or pity him/her
(4) In general, treat the child with epilepsy (or the one who is otherwise seizure-prone) as you would any other child--this is essential if the child is to develop a healthy personality

The following are some common types of seizures:

Grand Mal - Violent shaking of the entire body accompanied by temporary loss of consciousness. Usually lasts about two to five minutes. May occur as often as one or more times a day or as infrequently as once a year or more.

Petit Mal - A single staring spell (often mistaken for day-dreaming). This usually lasts less than a minute, often only several seconds, and may occur several times in one hour.

Psychomotor - Inappropriate or purposeless behavior followed by amnesia regarding the episode. Usually lasts two to five minutes and may occur one or more times weekly, monthly, or annually.

OTHER FACTS ABOUT EPILEPSY

(1) The incidence of epilepsy is many times that of poliomelitis and equal to or greater than tuberculosis and diabetes.

(2) In fifty percent of the cases, seizures can be controlled; in an additional thirty percent of the cases, seizures can be reduced in frequency and violence so they represent no serious handicap.

(3) Epilepsy, as such, is not directly inherited. A pre-disposition to seizures may be inherited, however.

(4) Epilepsy is not contagious.

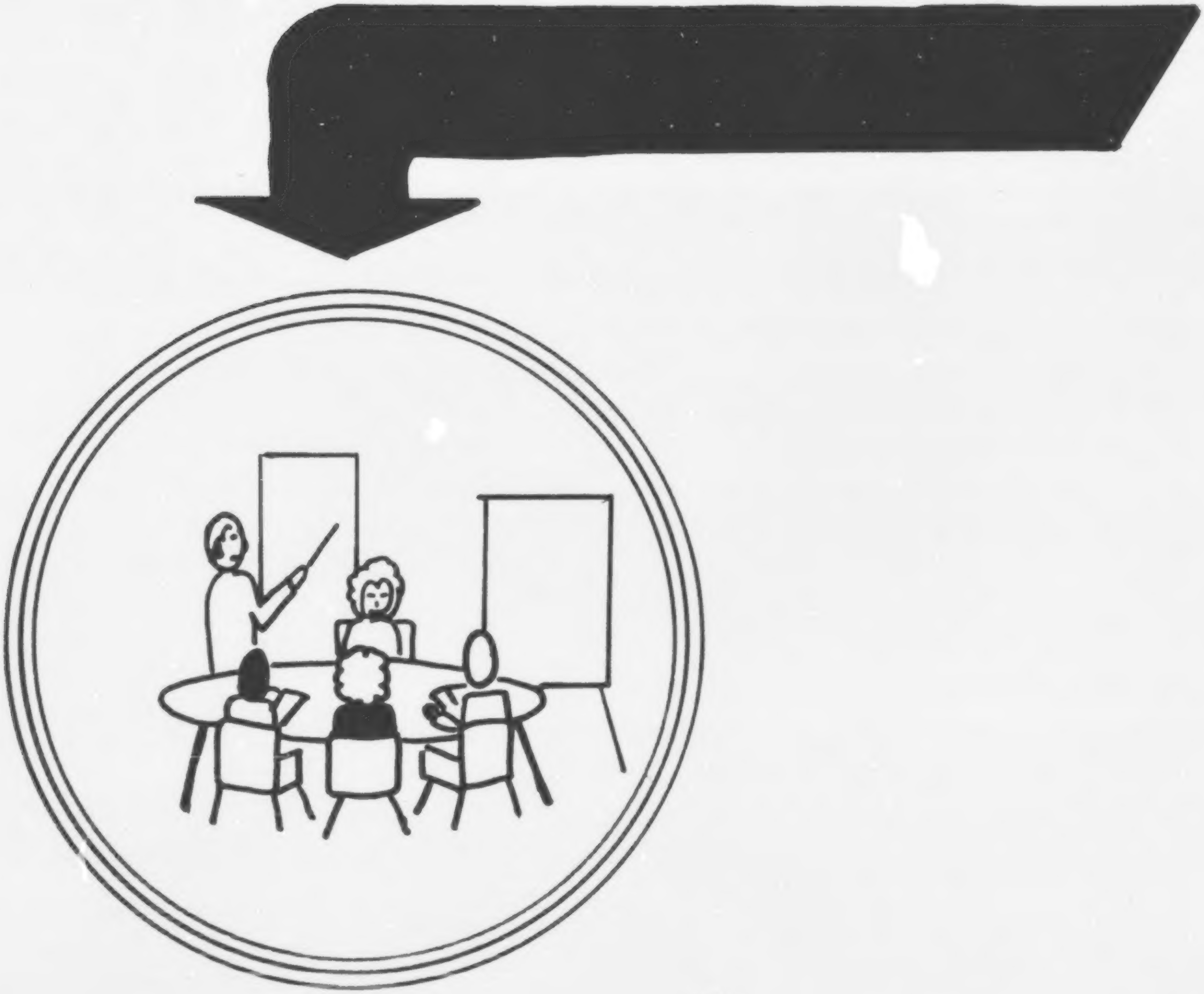
(5) Treatment is an individual matter requiring close association with a physician.

(6) Exercise, mental as well as physical, aids greatly in the medical treatment of epilepsy, except when limited by the attending physician.

"HELP" (SEIZURES)

UNIT SESSION I

INEXPERIENCED CLASSROOM ASSISTANTS ATTEND



"HELP" (SEIZURES)

Unit Session I--Inexperienced Personnel

INTRODUCTION:

In the general session this month, information was provided about the nature of seizures, signs of seizure activity, and some pointers for day-to-day dealings with a seizure-prone child. In this session, more emphasis will be placed on causes of epilepsy, what to do when a child has a seizure, and problems of children frequently associated with epilepsy. At the conclusion of the presentation, there will be time for your concerns to be discussed.

CAUSES OF EPILEPSY:

The causes of epilepsy are many and varied. In some youngsters, no definable cause is apparent and they are said to have "idiopathic epilepsy." In other children, infections, injuries, congenital defects, or growths on the brain may cause seizures. Secondary infections may also result in seizures. For example, diabetes, poisionings, heart disease, allergies, and encephalitis may be causes. Whatever their cause, seizures may be aggravated by such circumstances as periods of emotional tension, stress, or undue excitment.

WHAT TO DO DURING A SIEZURE:

If you are present when an individual has a siezure, it is appropriate to do the following:

(1) Ease the person to the floor or allow him/her to lie where he/she has fallen

(2) Do not restrain his/her movements

(3) Do not attempt to pry open the jaws to insert a mouth gag or handkerchief

(4) Push aside any furniture which is within striking distance

(5) Place the individual on his/her side to allow the tongue to fall forward and excess saliva to drain from the mouth

(6) Loosen the clothing from around the neck

(7) Give the individual privacy and protection from curious onlookers

(8) As the individual recovers, allow him/her to rest

(9) When the individual awakens, orient him/her to the en-

vironment and allow him/her to choose the time to move himself/herself

(10) Remain very close to the individual to assist if he/she seems unstable

(11) Provide a situation where the individual can sleep (or rest) following the seizure activity

ASSOCIATED PROBLEMS IN THE CHILD WITH EPILEPSY:

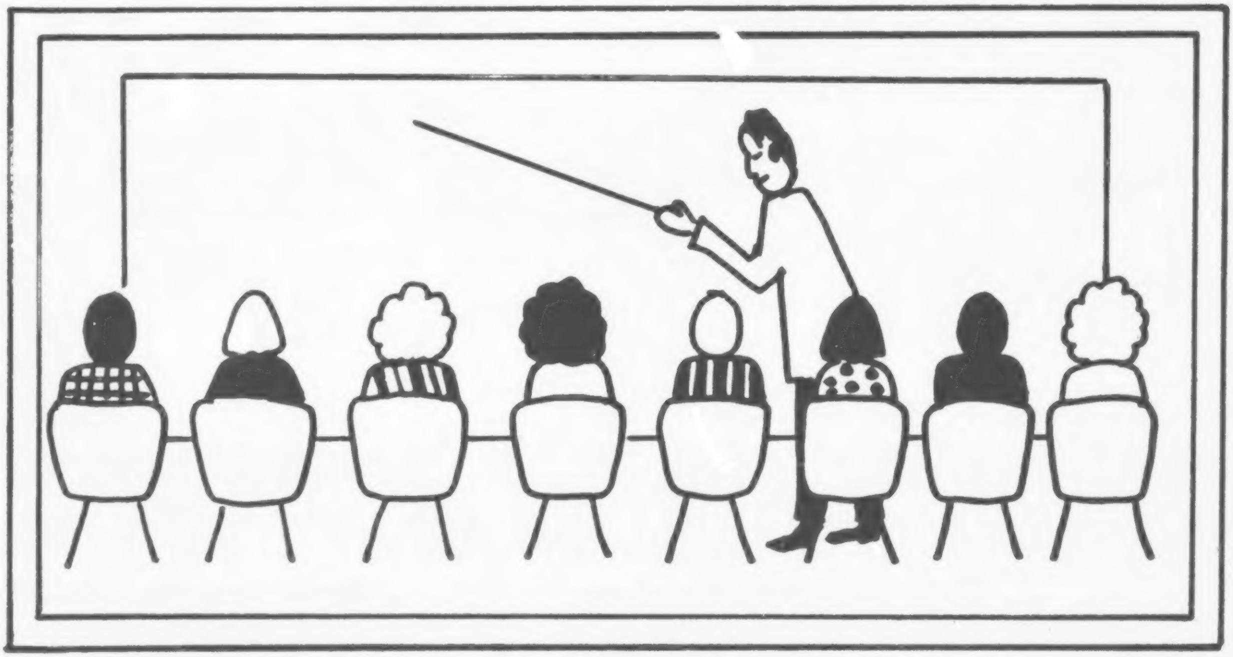
Some children with epilepsy present problems--not because of seizures, but because of behavioral difficulties. Parental and peer attitudes may often result in isolation of the handicapped child. He/she may react to this isolation by having behavioral problems. Some youngsters may become over-active, noisy, or even hostile and belligerent in an attempt to seek attention and recognition. Others become severely withdrawn and refuse to take part in classroom activities. Others may develop behaviors such as tics or other mannerisms. In other students, the underlying brain disease responsible for seizures may also be responsible for the inability of the child to adjust quickly or promptly to new situations. This requires an understanding on the part of school authorities.

The child with epilepsy may represent a problem in school. The majority of such children, however, are capable of attending school regularly and of enjoying a normal, healthy life. Much is dependent upon the attitudes of those in the child's environment--at home and at school.

"HELP" (SEIZURES)

UNIT SESSION II

EXPERIENCED CLASSROOM ASSISTANTS ATTEND



"HELP" (SEIZURES)

Unit Session II--Experienced Personnel

INTRODUCTION:

In the general session this month, information was provided about the nature of seizures, signs of seizure activity, and some pointers for day-to-day dealings with a seizure-prone child. In the session for inexperienced classroom assistants, more emphasis was placed on causes of epilepsy, what to do when a child has a seizure, and problems frequently associated with epilepsy. In this session, we will review briefly about causes and associated problems; but most of the session will be spent on what to do when a child has a seizure and discussing some problem-solving situations.

CAUSES OF EPILEPSY:

You will recall that epilepsy is a disorder of the central nervous system which is marked by sudden and periodic lapses of consciousness. Seizures can take various forms depending upon (1) the nature of the stimulation to the brain, (2) the region of the brain where disturbances start, and severity and spread of the discharge. Note that all seizures are not epilepsy. Generally only those seizures which occur repeatedly are called epilepsy.

Many conditions can lead to a brain disorder: chemical, physiological, or structural causes (or a combination of the three) can trigger epilepsy. For example, head injuries resulting from auto accidents or contact sports can lead to epilepsy.

DIAGNOSIS AND TREATMENT:

Only medical personnel can diagnose epilepsy. It is helpful to have a recorded history of events which preceed a seizure or unusual behavior as well as a complete physical and neurological examination (including X-rays and often an EEG). This information may also help to determine the treatment to be employed and may supply information relative to prognosis.

Treatment may take any (or several) of many forms; however, the classroom teacher should be most concerned with the emotional adjustment of the student. The attitudes of others in the child's environment may have a profound effect upon his/her adjustment and the presence, absence, or degree of behavior disturbances. Attempts must also be made to control fatigue and emotional tension in the child. These may increase his/her tendency toward seizures and negate the beneficial effects of drug therapy.

PROBLEM SOLVING:

For the purposes of discussion, what would you do in each of the following situations:

(A) You are asked by the teacher to observe and record the behavior of one of the students in your class because he/she is concerned that the student "doesn't seem to be 'with' the rest of us some of the time." You notice that several times each afternoon the child seems to "go blank" for a couple of seconds, but otherwise he/she appears to be paying attention.

(B) You are working with a group of three children at a table in the classroom when one of them falls from his chair and his entire body starts shaking.

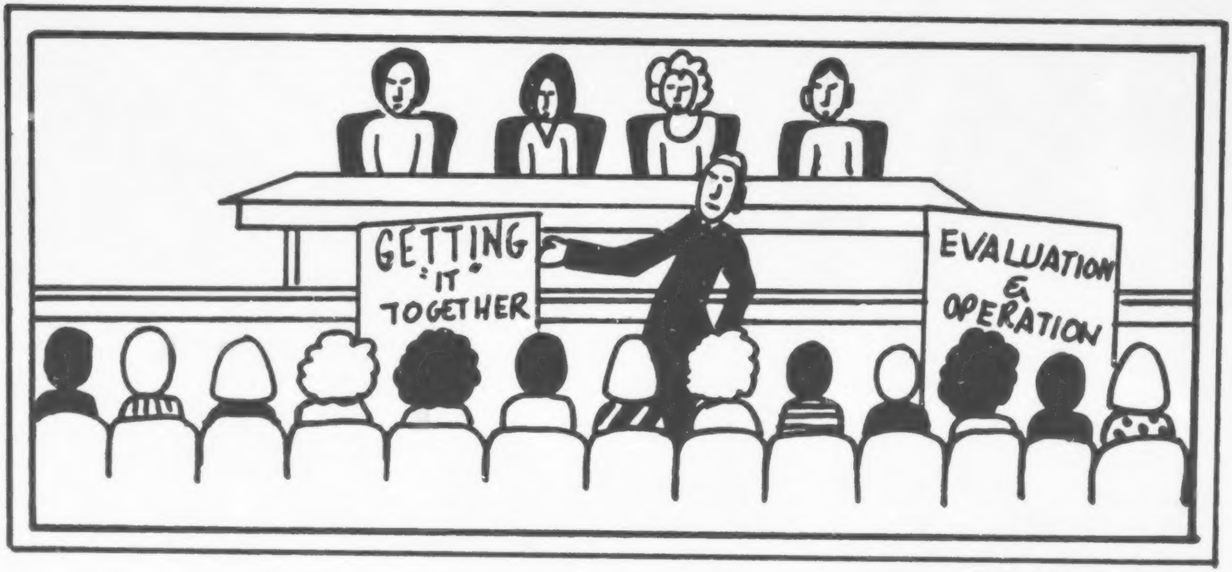
(C) You and the teacher have a group of ten children on a field-trip in a shopping mall when one of the children runs into a store and the teacher hurries in after her. At that same time, one of the nine children with whom you are left falls with a grand mal seizure.

(D) Share with the group a situation in which you have found yourself with an individual who had a seizure, explain what your actions were, and discuss what you might have done in addition to or instead of what you did.

NOTE: As with the other sessions outlined in this document, it is not intended that the material would be handed to classroom assistants for reading; rather, that there would be a discussion (or session) leader who would present the material. The problem solving situations, on the other hand, might very well be duplicated so each participant has a copy.

"HELP" (SEIZURES)

SECTION EVALUATION



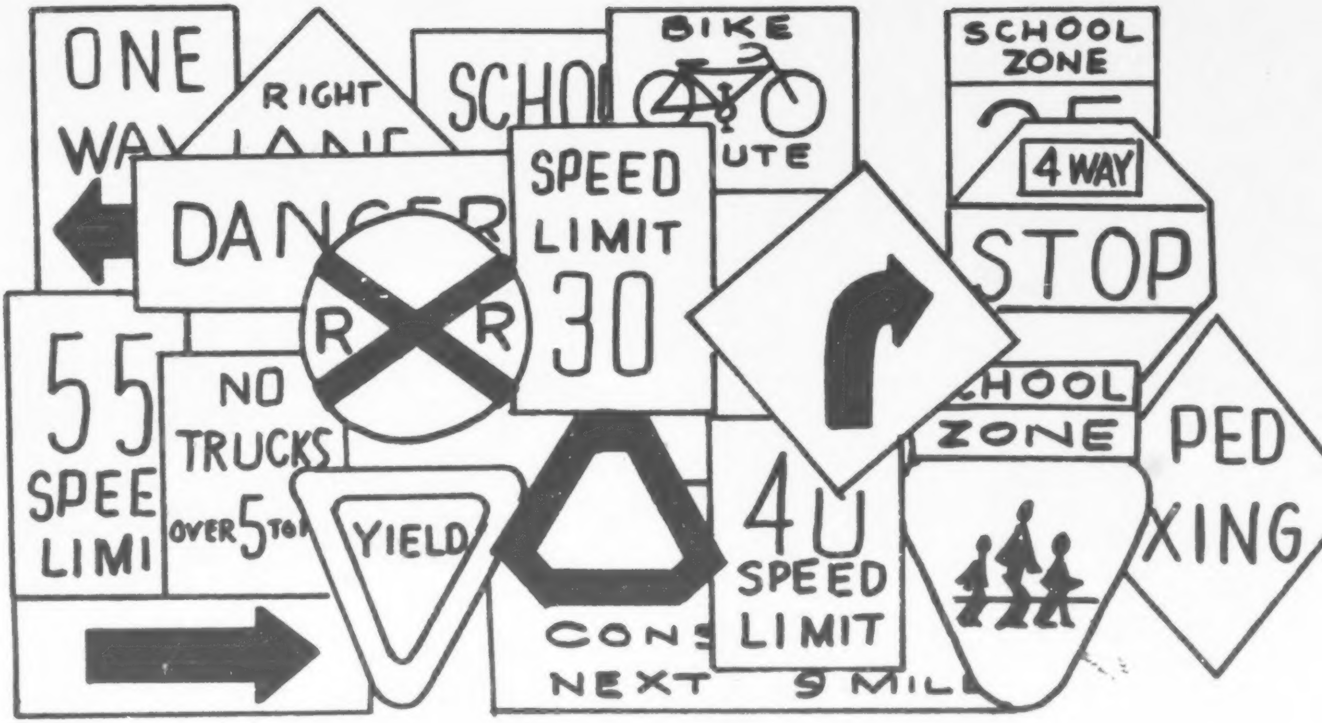
As indicated previously (on pages 2 and 61) the questions used in evaluating the inservice sessions were verbally presented to a group (or groups) of classroom assistants for discussion. The input of those discussion participants was then recorded and submitted to the evaluation consultant for analysis. Again, other districts/facilities using this training program may wish to devise another form of section evaluation, and there may be good justification for so doing.

The following discussion questions relative to "'HELP' (SEIZURES)" were used at Cold Spring School:

(1) What is the first thing one should do when a student has a grand mal seizure? ...a petit mal seizure? ...a psycho-motor seizure?
(2) Why is it important that a student be placed on his side during a grand mal seizure?
(3) Should a student usually be removed from the classroom when he has had a seizure?
(4) What information received from the inservice sessions on this topic will help you in your work at Cold Spring School?

INSERVICE SECTION #3

"PLAYING IT SAFE"


ONE WAY
RIGHT LANE
SCHOOL
BIKE ROUTE
SCHOOL ZONE
4 WAY
STOP
DANGER
SPEED LIMIT 30
R R
55 SPEED LIMIT
NO TRUCKS OVER 5 TONS
YIELD
CONS NEXT 9 MILES
40 SPEED LIMIT
SCHOOL ZONE
PED XING

"PLAYING IT SAFE"

INSERVICE SECTION #3

PURPOSE

The purpose of this session is to acquaint classroom assistants with basic safety procedures vital to the well being of the moderately/severely/profoundly mentally handicapped students, particularly those with physical disabilities (or handicaps).

OBJECTIVES

General Session:

The classroom assistant will be able to identify basic safety procedures relative to students when the C.A. is working cooperatively with members of the professional staff.

Session for Inexperienced Assistants:

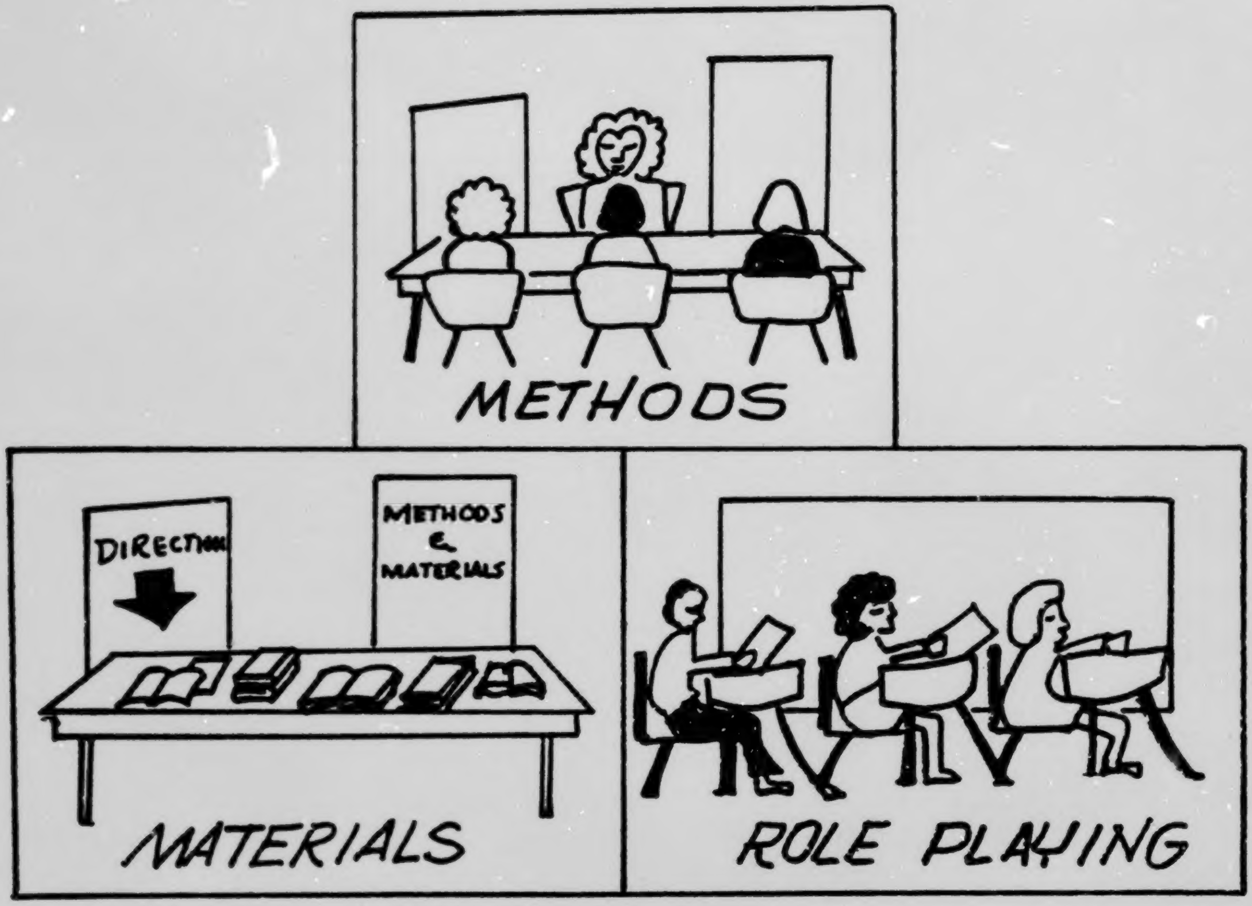
The classroom assistant will demonstrate knowledge of wheelchair safety as it relates to the following specific areas: bus loading and unloading, emergency situations, dressing, feeding, toileting, etc.

Session for Experienced Assistants:

The classroom assistant will be able to identify safety measures particularly important in the areas of Industrial Arts and Home Economics.

"PLAYING IT SAFE"

PROCEDURES


METHODS
DIRECTION
METHODS & MATERIALS
MATERIALS
ROLE PLAYING

PROCEDURES

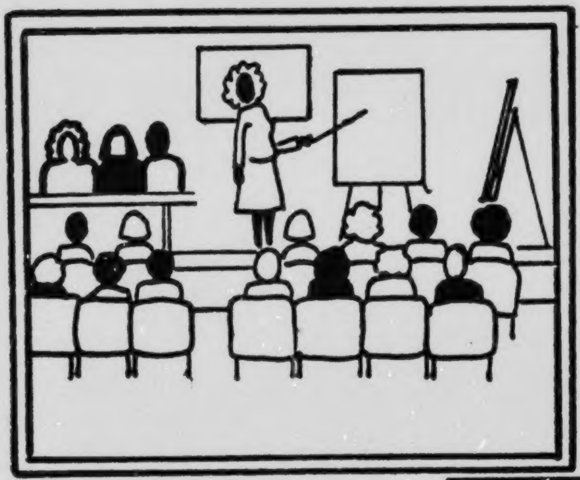
Classroom assistants at Cold Spring considered "Playing It Safe" another of the sessions which should be presented early in the training program. It, like "HELP (SEIZURES)," has general application for day-to-day situations in which professional or other paraprofessional personnel may or may not be available for assistance when a classroom assistant is required to make a quick procedure decision.

In each of the three sessions concerned with student safety (general, for inexperienced, and for experienced) the format of presentation followed by group discussion was employed. Whenever possible, problem solving and discussion of individual classroom assistant's concerns were included in the session discussion.

In that they were available at Cold Spring School, personnel who served as discussion leaders included the occupational therapist, the school nurse, the industrial arts teacher, and the home economics teacher. Although generally representatives of the latter two areas might not be knowledgeable in handling handicapped youngsters, the experience of the two individuals at Cold Spring School has so prepared them. In leiu of the availability of such personnel, one option might be to utilize a panel which includes personnel of those areas and of special education.

It should be pointed out that at Cold Spring School, it is considered important that all personnel be familiar with safety for the physically handicapped--whether or not they are specifically assigned to positions in which they work with such youngsters routinely. Also, due to the potential hazards in those areas, it is felt particular emphasis should be given to the safety of students while in the industrial arts and home economics labratory areas (to which classroom assistants accompany students). Although any classroom assistant may work with students in the industrial arts and/or home economics labratories, it is generally the more experienced personnel who are usually assigned.

"PLAYING IT SAFE"



GENERAL SESSION

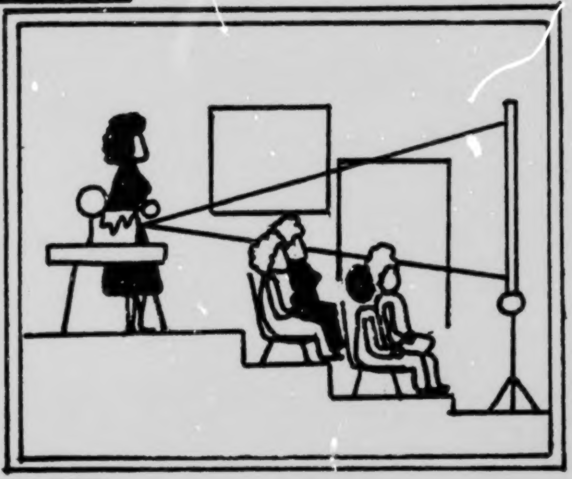
ALL CLASSROOM
ASSISTANTS
ATTEND

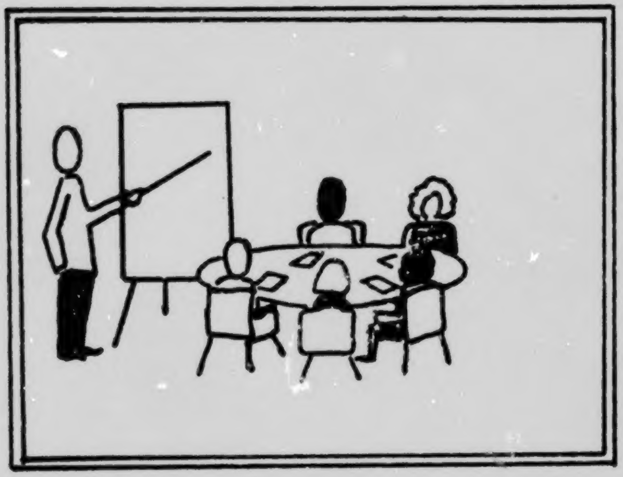
Page 82

UNIT SESSION I

INEXPERIENCED
CLASSROOM
ASSISTANTS
ATTEND

Page 85





UNIT SESSION II

EXPERIENCED
CLASSROOM
ASSISTANTS
ATTEND

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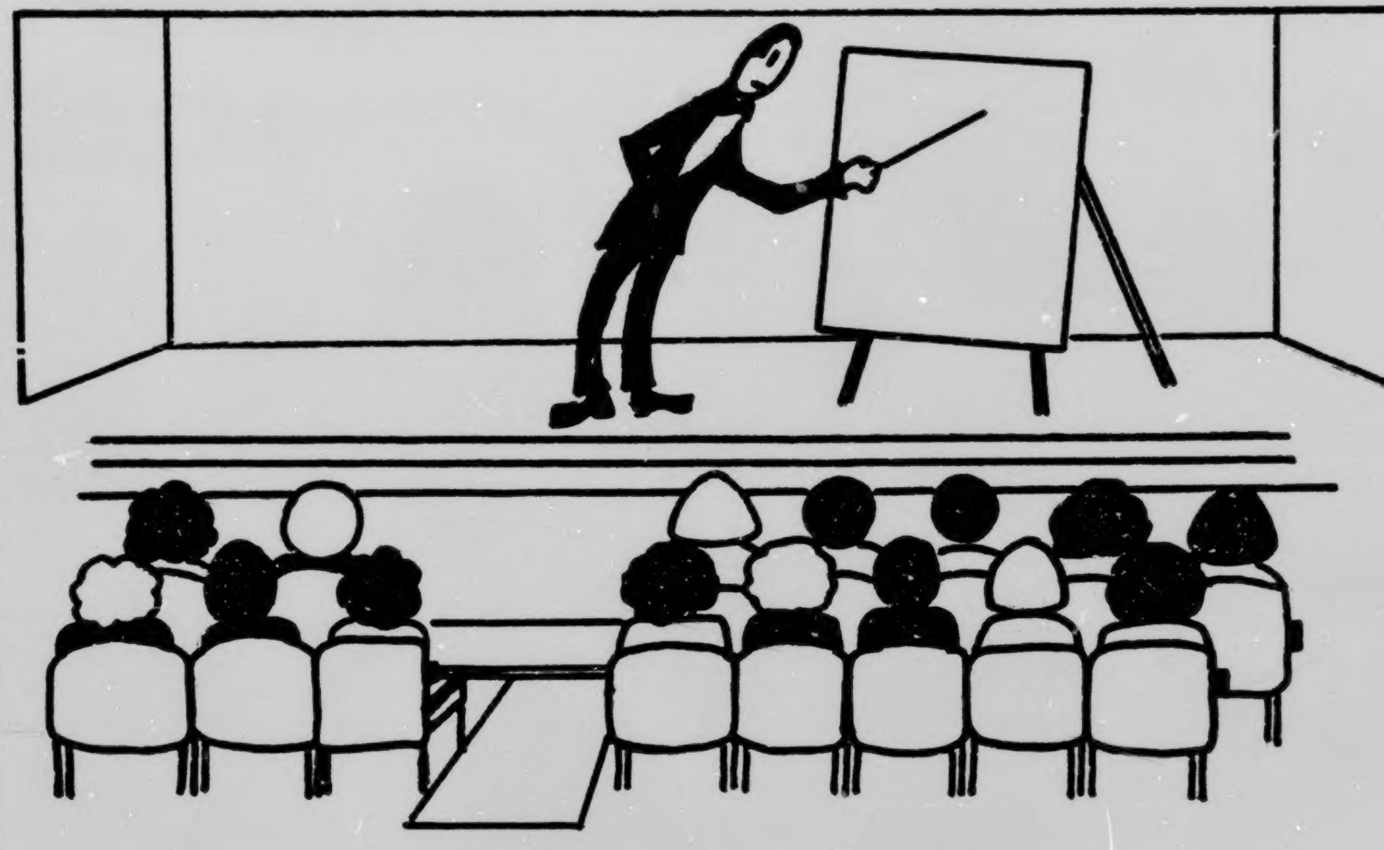
"PLAYING IT SAFE"

GENERAL SESSION

ALL CLASSROOM ASSISTANTS ATTEND



"PLAYING IT SAFE"

GENERAL SESSION

Safety Procedures to be Followed

Safety within our buildings should be made a part of our daily activities. The classroom, restrooms, hallways, etc. are all places of potential danger if preventative measures have not been taken.

In the Classroom:

(1) Extreme care must be taken in the use of scissors and other sharp objects. Students should use only blunt-end scissors and should be taught to carry sharp objects with the points down.

(2) Immediately following use, put all equipment and materials away to help in avoiding accidents.

(3) All potentially dangerous equipment (paper cutters, for example) should be stored out of the reach of students.

In the Hallways:

(1) Students should be taught to walk, not run, in the hallways.

(2) Teaching students to "keep to the right" in the hallways will not only reduce confusion, but may save injury or lives in crisis situations when many students are moving at one time.

In the Restrooms:

(1) Supervision is extremely important to prevent restrooms from becoming "game rooms" during unsupervised periods of time.

(2) Report immediately water on the floor or any other potentially dangerous situations noted in the restrooms (or other parts of the building).

Loading/Unloading Buses:

(1) Again, supervision is a key to safety during the bus loading/unloading activity.

(2) No students should be taken out for loading until all buses are parked and the signal is given.

All of these procedures should be built into students' daily activities and instruction. Rules must be kept to a minimum number and do require periodic reinforcement to become habit. It is far easier to teach students in the beginning to be safe than it is to attempt to undo unsafe habits after they have been formed.

Accidents:

Regardless of the precautions taken, accidents may still occur. In the event of an accident, it is of utmost importance that the following be observed: (1) STOP for a moment; (2) KEEP CALM; and (3)

THINK before acting. By maintaining a calm presence, you will be able to make the student feel more secure while you initiate emergency procedures. The following "do's" and "don'ts" should be observed:

1. DO notify the school nurse
2. DO NOT attempt to move or carry the indivdual
3. DO NOT attempt to lift the individual's head or to change his/her body position
4. DO NOT give the individual any food or liquids
5. DO cover the individual with a sheet, coat, or blanket
6. Leave to the discretion of the nurse (1) treatment and (2) notification of appropriate people

Again, it must be emphasized that, in the case of an accident, the classroom teacher and/or the nurse should be called immediately.

Problem Solving:

Discuss what you would do in each of the following situations if you were the only adult present:

(A) A student serving lunch trays slips on a wet spon on the floor. In falling, he/she strikes his/her head on the corner of a table. The student is unconscious.

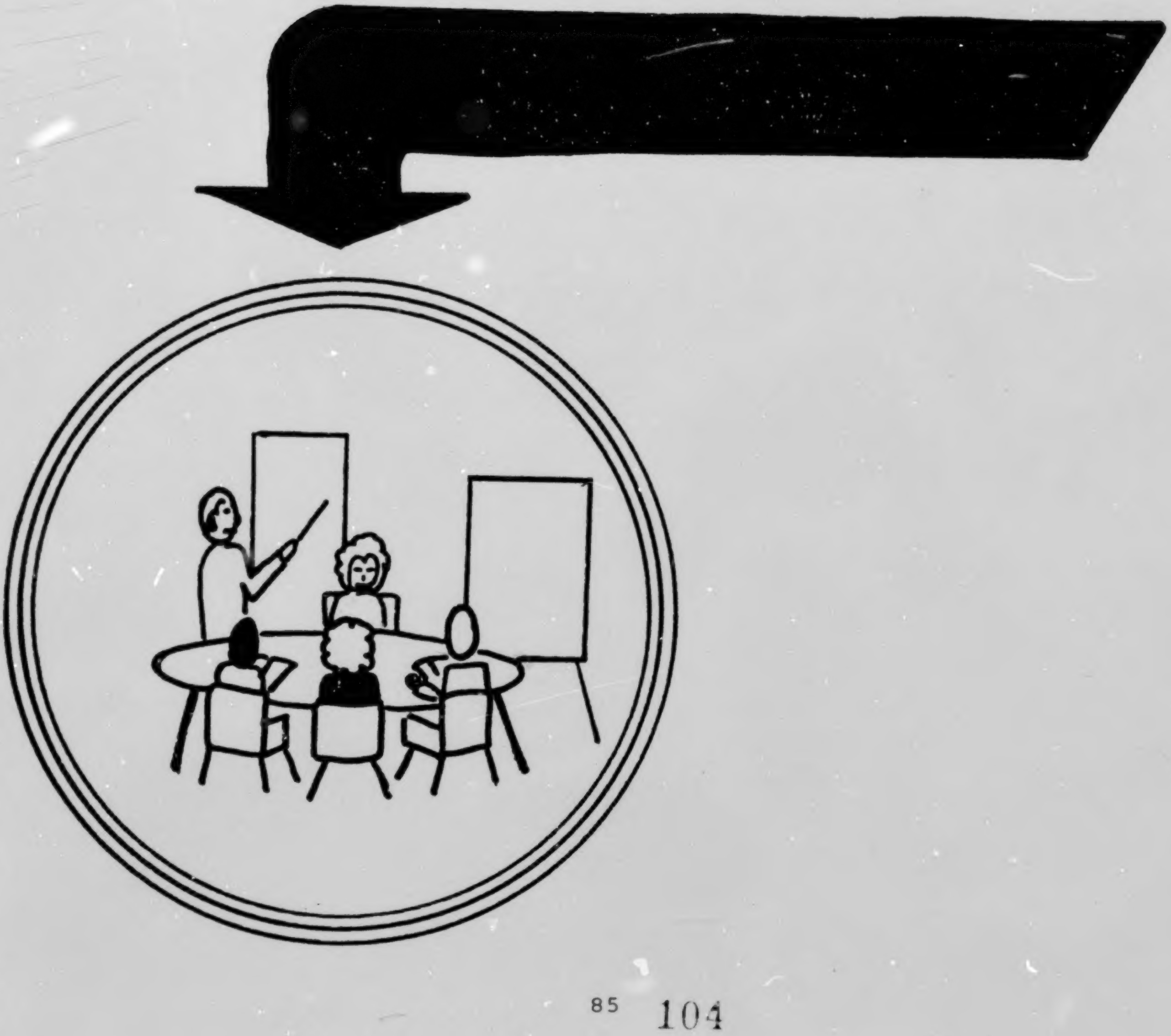
(B) During the rest period, a classroom assistant is alone with the class. While you are the classroom assistant in this situation, one of the students has a grand mal seizure.

Discuss any situations on the grounds in which you have seen accidents or which you think might be potentially dangerous. What might be done about them?

"PLAYING IT SAFE"

UNIT SESSION I

INEXPERIENCED CLASSROOM ASSISTANTS ATTEND



"PLAYING IT SAFE"

Unit Session I--Inexperienced Personnel

INTRODUCTION:

In the general session this month, most of the discussion concerned making certain (to the extent possible) the classroom and building envrionments were such that accidents were unlikely and making every attempt to teach good safety habits to students. This session will focus more particularly on safety in handling youngsters who attend school in wheelchairs.

WHEELCHAIR SAFETY:

Safety should be uppermost in our thoughts when handling students in wheelchairs. This is particularly true when wheelchairs are used in hallways and areas other than the classroom.

(1) Children in wheelchairs are to be closely supervised in the hallways at all times. A staff member must be close enough to intervene if a child is in danger.

(2) No wheelchair should be more than eight feet from a supervising adult.

(3) Wheelchairs should not be separated more than two feet, and there shall be at least one supervising adult for every four chairs when pupils are stationary (watching a ball game, waiting in line, etc.)

(4) Students should be taught to "keep to the right" when moving wheelchairs through the hallways.

(5) The supervising adult should check around corners to watch for "traffic" which might be approaching.

(6) Students are not to push other students in wheelchairs.

(7) Students need both hands free while pushing their chairs. They should not be asked to push or assist in pushing another student's chair or to carry items in their hands. Items (when necessary) should be carried on the lap of the student or in a wheelchair bag (on the back of the chair).

(8) Any student walking or riding a tricycle should have one-to-one supervision.

(9) All stairs in the building or on the grounds are to be considered danger or caution areas for students in wheelchairs. Make certain none of the children drift from the group. While students are near stairs, an adult must stand between the wheelchairs and the steps.

(10) RUNNING WITH WHEELCHAIRS IS NEVER PERMITTED.

It is important that classroom assistants with students in wheelchairs become aware of the correct position for each student in his/her chair. It is also important to remember, when transferring students in and out of chairs, that injury may occur if the following precautions are not observed:

(1) Always lock the wheels in the fixed position when transferring a student.

(2) Lifting a student from a sitting or lying position should be done with the use of special techniques so neither the student nor the adult is injured. Occupational or physical therapists will demonstrate the proper techniques.

(3) Support the back and the area back of the knees. Try to bend the student to a sitting position first (if lying flat) before stooping to lift him/her.

(4) Never lift a student by the arms without holding him/her at mid-waist. There is too much danger of dislocating the shoulder joint.

(5) While transferring a student, hold him/her close to your body. Try to bend his/her legs upward at the knee joints so he/she can almost "sit" in your arms.

(6) Students are not to be carried. When transferring them from chair to mats, push the chair as close to the mat as possible.

(7) With larger students, two adults may be necessary for lifting. In that case, the same techniques apply as when a single adult is lifting.

Some of the students in wheelchairs may need considerable assistance in toileting, feeding, and/or dressing. When that is the case, some specific additional precautions are necessary:

Toileting:

(1) The seatbelt should be securely fastened while a student is on the potty chair.

(2) If a potty chair is used in the classroom, the area must be partitioned off from the remainder of the room. Those children who are being toilet trained are the only students who can be pottied in the room.

(3) The potty chair and portable potty must be emptied and cleaned following each use.

(4) At least one supervising adult must be in the restroom at all times when a student or students are toileting. Students particularly seizure-prone are to be taken to the restroom by two people.

(5) If a student is not completely able to perform all activities of toileting or to remember the appropriate sequence, the supervising adult should verbally assist and/or physically aid the student after he/she has had opportunity to try.

(6) Students should be reminded to pull clothing all the way down, wipe, flush, re-adjust clothing, and wash hands before leaving the restroom (or other toileting) area.

(7) A chart should be prepared which indicates each student's level of independence in toileting and special techniques which must be employed; and that chart should be available to each adult who may supervise the toileting.

(8) Levels of independence in toileting may be defined as:
    (a) Independent--student can manage own clothing, wipes self, washes and dries hands
    (b) Semi-independent--occasionally has trouble with clothing, needs

to be reminded to wipe, forgets to wash hands, or does not dry hands thoroughly

(c) Dependent--Does not manage own clothing, does not wipe self, does not wash or dry own hands

(9) Special techniques may be developed by the student's teacher and the occupational therapist to improve his level of functioning. The restroom supervisor needs to be aware of these techniques to lend consistency to the student's training.

Feeding:

(1) Proper positioning is very important in feeding. The occupational therapist can assist in establishing what the proper position should be for each student.

(2) The occupational therapist will evaluate each child and provide recommendations relative to feeding procedures.

(3) All teachers and classroom assistants involved should be aware of particular feeding problems of each student (such as gag reflex, bite reflex, tongue thrust, etc.)

(4) Allow adequate amounts of time for eating. Encourage each student to attend to his/her eating, but don't rush.

(5) The student must do as much for himself/herself as possible, so assistance should only be provided after the student has had sufficient chance to try--and verbal assistance should be tried before physical assistance.

(6) Check with the classroom teacher or the occupational therapist in matters of special techniques for specific students.

(7) When assisting, sit with your dominate side toward the student. If the student is partially feeding himself/herself, sit on the student's dominate side.

(8) Put small amounts of food on feeding utensils.

(9) Feed laterally into the student's cheeks--rather than back toward the throat.

(10) If the student chokes, move his/her head forward. If choking continues more than 30 seconds, place the student across your lap with his/her head (face) down.

(11) Do not allow the student to jerk his/her head backward to swallow.

(12) The student's head may need to be supported (at the forehead from the front or at the base from the back).

(13) To assist the student with lip closure while drinking through a straw, place your fingers over his/her lips to make a seal around the straw.

(14) No student may be fed by another student.

Dressing:

(1) Encourage the student to do as much as possible in his/her wheelchair. If a student needs the maximum assistance with dressing, he/she should be placed on a mat. A student must not be held on the lap while dressing.

(2) If a student is being dressed or changed on a table, the supervising adult must not turn away from the student or leave him/her unattended at any time.

(3) When a student's handicapping condition affects one side of his/her body more than the other, always dress the more affected side first.

(4) Put a student's braces beneath undergarmets if he/she is toilet trained; but if he/she is not toilet-trained, diapers or training pants go under the braces.

(5) Flex or bend the knee to put the brace on a student's leg and to insert the caliper in his/her shoe.

Due to the physical limitations of some students, certain equipment must be adapted to assist them in completing expected tasks in a safe and/or an efficient manner. The classroom assistant will need to consult with the professional staff member (teacher, occupational therapist, physical therapist) relative to the safety implications of such equipment.

At certain times (such as fire or security drills) it is necessary to move students in wheelchairs very quickly. At such times, the following points are extremely important:

(1) All safety factors should be kept in mind (locking wheels when transferring, proper lifting techniques, etc.)

(2) No student should be carried from the building. Quickly get all students into their own chairs.

(3) Wheelchairs can be pushed and pulled at the same time if the tray being pulled is securely attached to the chair (it should not slide forward).

(4) Only one student should be taken down a ramp at a time. Wheelchairs should be taken down the ramp backwards. If a single person is pushing two chairs, one must remain locked and stationary while the other is taken down.

(5) All chairs must be locked until everyone can return to the building (or to the classrooms)

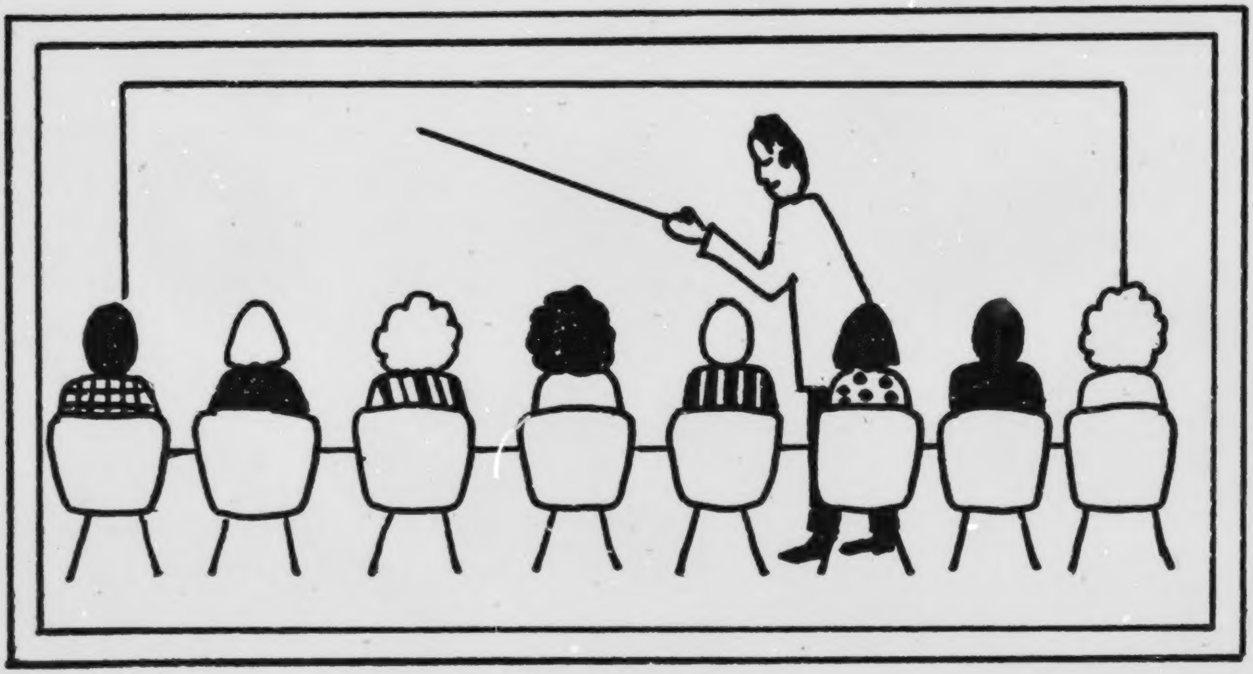
(6) Chairs are to be pushed forward up the ramps. It sometimes helps to tilt a chair back on the rear wheels.

There are two particular points to remember relative to bus loading/unloading of students in wheelchairs. First, no student should be taken from the building until all buses are parked and the signal given. Second, once outside, the wheels of chairs should be locked while a student is waiting to be loaded on the bus.

"PLAYING IT SAFE"

UNIT SESSION II

EXPERIENCED CLASSROOM ASSISTANTS ATTEND



"PLAYING IT SAFE"

Unit Session II--Experienced Personnel

INTRODUCTION:

In the general session this month, most of the discussion concerned making certain, to the extent possible, the classroom and building environments were such that accidents were unlikely and making every attempt to teach good safety habits to students. The emphasis in the session for inexperienced classroom assistants was upon safety in caring for youngsters in wheelchairs. In this session, we shall address safety measures important in the home economics and industrial arts labratories. Due partially to the type of equipment therein, these areas are among the potentially most dangerous of all areas on the campus.

INDUSTRIAL ARTS:

Classes in industrial arts have been developed in special education programs for students through the combined efforts of the special area teacher and the administrative staff. In the "exploratory training" provided students, they receive instruction relative to the use of tools and materials, and classroom assistants will assist students in exploring with tools and materials to create "products" with their hands. Filmstrips, movies, and learning excursions are frequently used to strengthen concepts taught in the shop; and number concepts and language development are reinforced. Classroom assistants work closely with classroom teachers and the special area teacher to ingegrate goals and objectives appropriate for each student.

Industrial arts instruction includes care and safe use of tools, safety in the shop area, and safety on the job. Specific safety rules for the industrial arts labratory include:

(1) Always pay close attention to what you are doing

(2) Make certain there is thorough ventilation in the room when using paints, varnish, etc.

(3) Store oily rags and paper in a metal container with the top closed

(4) Wear protective gloves when handling hot objects

(5) Roll sleeves above the elbow and remove scarfs or neckties while operating equipment with exposed revolving parts

(6) When operating machinery, talk to no one

(7) Wipe spilled substances from the floor as soon as possible to prevent tracking or slipping

(8) Always disconnect power equipment when you are finished using it

(9) Never operate electric equipment in damp or wet locations

(10) If you note a damaged or worn cord, report it to the industrial arts teacher immediately so he/she can replace it

(11) Use safety glasses where chips or sparks might injure eyes

(12) Never use a file without a handle

(13) Avoid all "horseplay" in the work area

HOME ECONOMICS:

A well-coordianted home economics program is planned cooperatively among the home economics teacher, the classroom teacher, and the classroom assistant. During training in the area of home living, there are many opportunities for the student to undergo simulated home experiences. These opportunities may include personal care, washing dishes, sweeping, washing windows, making a bed, dusting, grooming, preparing simple menus, care and cleaning of equipment (stoves, refrigerators, sinks, cabinets, washers, dryers, mixers, toasters, hair dryers), etc. In all of this, safety must be stressed because the students are exposed to such an array of new experiences which involve the careful operation and maintenance of kitchen and home living equipment.

The following are some safety rules to be observed in the home economics/home living labratory areas:

(1) Always pay close attention to what you are doing

(2) All appliances must be turned off after each use--disconnect smaller appliances (irons, toasters, etc.)

(3) Do not walk on wet floors

(4) Wipe up all spills

(5) When warm or hot water is desired, first turn on cold water then adjust hot water until desired temperature is obtained

(6) Particular attention should be paid to keeping hands and objects clear of the following:
    (a) washing maching agitators
    (b) moving sewing maching needles
    (c) hot iron plates
    (d) stove burners
    (e) electrical outlets
    (f) mixer beaters
    (g) insides of toasters

(7) Close adult supervision should be exercised when students use sharp or pointed tools

(8) When operating kitchen and home living equipment, talk to no one

(9) Students should never use small equipment with worn or damaged cords--report noticed defective cords/equipment to the special area teacher

(10) Hot pads should be used when removing hot pans from the stove

(11) Use step stools and do not "over reach"

COMMENT:

The industrial arts and home economics/home lining labratories provide a wealth of training experiences for students at Cold Spring School.

Classroom assistants, classroom teachers, and special area teachers must cooperate, however, to supervise students with safety as the first priority.

"PLAYING IT SAFE"

SECTION EVALUATION

GETTING "IT" TOGETHER
EVALUATION & OPERATION

As indicated previously (pages 2, 61, and 76) the questions used in evaluating the inservice sessions were verbally presented to a group (or groups) of classroom assistants at Cold Spring School for their discussion. The input of those discussion participants was then recorded and submitted to the evaluation consultant for analysis. Again, other districts/facilities adapting this training program may wish to devise another form of section evaluation.

The following discussion questions relative to "Playing It Safe" were used at Cold Spring School:

(1) Why is it important to have some knowledge of handling procedures when lifting a wheelchair student?
(2) What safety procedures should be followed when taking students to the restroom? How are they different for students in wheel chairs?
(3) How do you assist a blind student in moving through the hallways?
(4) What information from the inservice sessions on this topic will help you in your work at Cold Spring School?

INSERVICE SECTION #4

CLASSROOM ASSISTANTS AND PROFESSIONAL STAFF AS A TEAM

"CLASSROOM ASSISTANTS AND PROFESSIONAL STAFF AS A TEAM"

INSERVICE SECTION #4

PURPOSE

The purpose of the inservice sessions on this topic is to familiarize the classroom assistant with the team approach to instruction and to facilitate his/her adjustment to the roles of a classroom assistant.

OBJECTIVES

General Session:

The role of the classroom assistant as a member of the instructional team will be defined.

Session for Inexperienced Assistants:

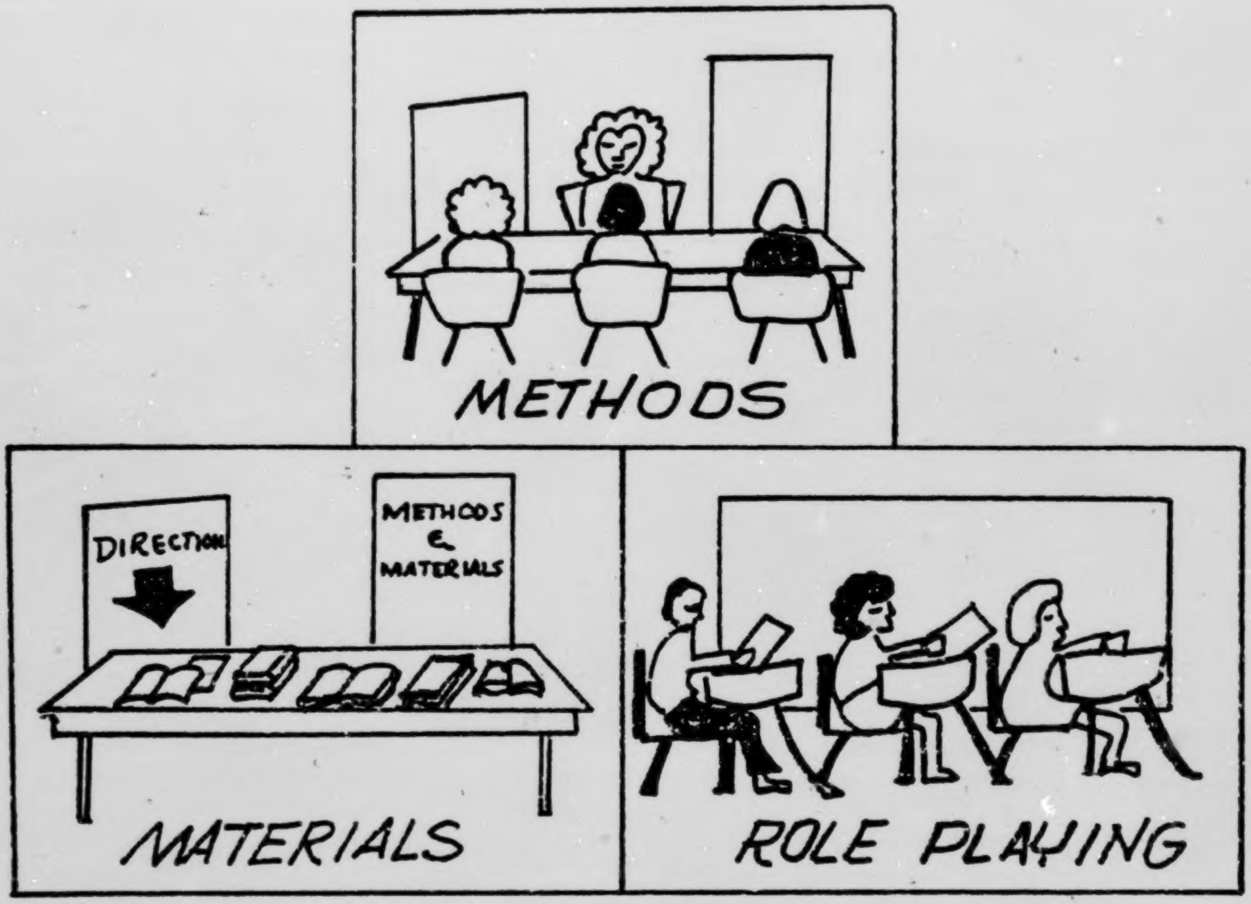
The classroom assistant will be able to identify those skills which will best serve him/her as he/she works cooperatively with the classroom teacher.

Session for Experienced Assistants:

The classroom assistant will be able to identify those skills which will best serve him/her as he/she works cooperatively with members of the ancillary staff

"CLASSROOM ASSISTANTS AND PROFESSIONAL STAFF AS A TEAM"

PROCEDURES


METHODS
DIRECTION
METHODS & MATERIALS
MATERIALS
ROLE PLAYING

PROCEDURES

Classroom assistants at Cold Spring School indicated participation in "Classroom Assistants and Professional Staff as a Team" resulted in their (CAs) feeling more free to ask the teachers questions, more as a part of a team, better able to anticipate the needs of the teacher, and more aware of what discipline actions to take--in general, more prepared to "do the job." While there would be benefit to scheduling this session early in the year, it is placed here chronologically due to a priority structure which considered the content of the three preceeding sessions more urgent in day-to-day dealings with students.

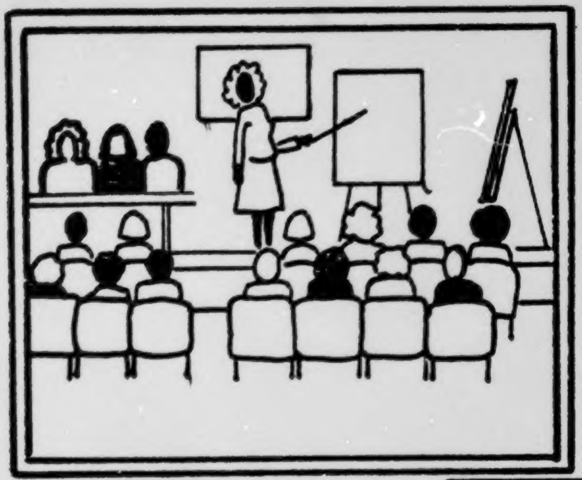
In the general session relative to this topic, use of the film "Miss Para" is recommended as a catalyst for discussion and the activities which follow. The film was produced by Indiana University (Developmental Training Center) in conjunction with the Indiana Department of Public Instruction (Division of Special Education. The materials from that project (Assist I) have been disseminated within Indiana; and those outside the state should contact the Indiana DPI for information on availability (120 West Market Street, 10th Floor, Indianapolis, IN 46204). Large group discussion of the film content followed viewing in the general session. The sessions for inexperienced and for experienced personnel which followed the general session, then, expanded the subject to the more specific relationships between classroom assistants and the respective professional staff members with whom they were in frequent contact. Each of the unit meetings involved presentations and small group discussions--with the suggestion for role-playing situations.

In leiu of use (or availability) of the film "Miss Para," either of two options might be appropriately incorporated: (1) A panel of professional/paraprofessional personnel from the district/facility might discuss the role of a classroom assistant, addressing the kinds of questions one might typically have upon starting a new job; or (2) Staff (professional/paraprofessional) might "stage" a situation (or a series of situations) through which the role(s) of a classroom assistant become apparent--this might be video taped or prepared in a slide/tape format to facilitate use from year to year or as needed.

Due to the nature of the topic, it is considered particularly important that professional personnel participate in the sessions dealing with "teaming" for instruction. At Cold Spring School, unit leaders chaired each of the sessions on the topic and teaching personnel participated in the respective discussions.

It should also be noted that at Cold Spring School, classroom assistants accompany students to special area teachers (music, art, physical education, etc.) although classroom teachers generally do not. The various special area teachers are considered members of the ancillary staff. Classroom assistants work with the special area teachers as they do the classroom teachers, but their roles (CAs) may differ in those situations; thus, it has been beneficial (in that situation) to specifically address the classroom role and the role with ancillary personnel in separate sessions.

"CLASSROOM ASSISTANTS AND PROFESSIONAL STAFF AS A TEAM"



GENERAL SESSION

ALL CLASSROOM
ASSISTANTS
ATTEND

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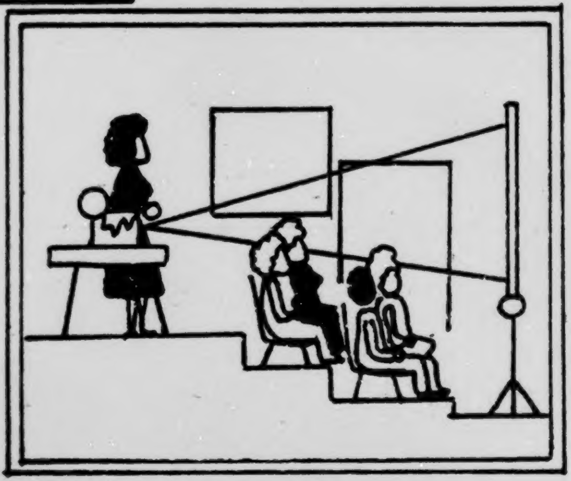

UNIT SESSION I

INEXPERIENCED
CLASSROOM
ASSISTANTS
ATTEND

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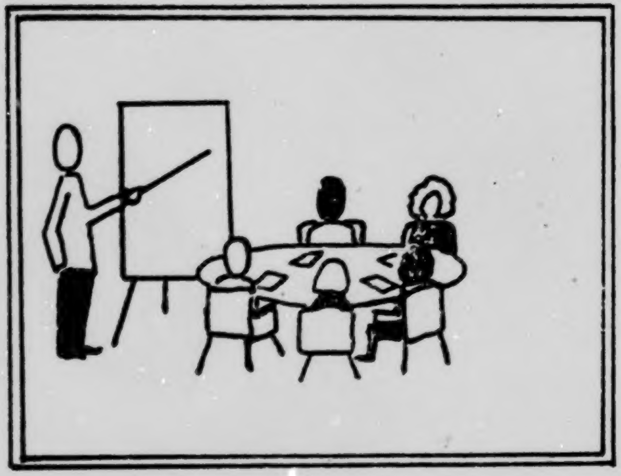

UNIT SESSION II

EXPERIENCED
CLASSROOM
ASSISTANTS
ATTEND

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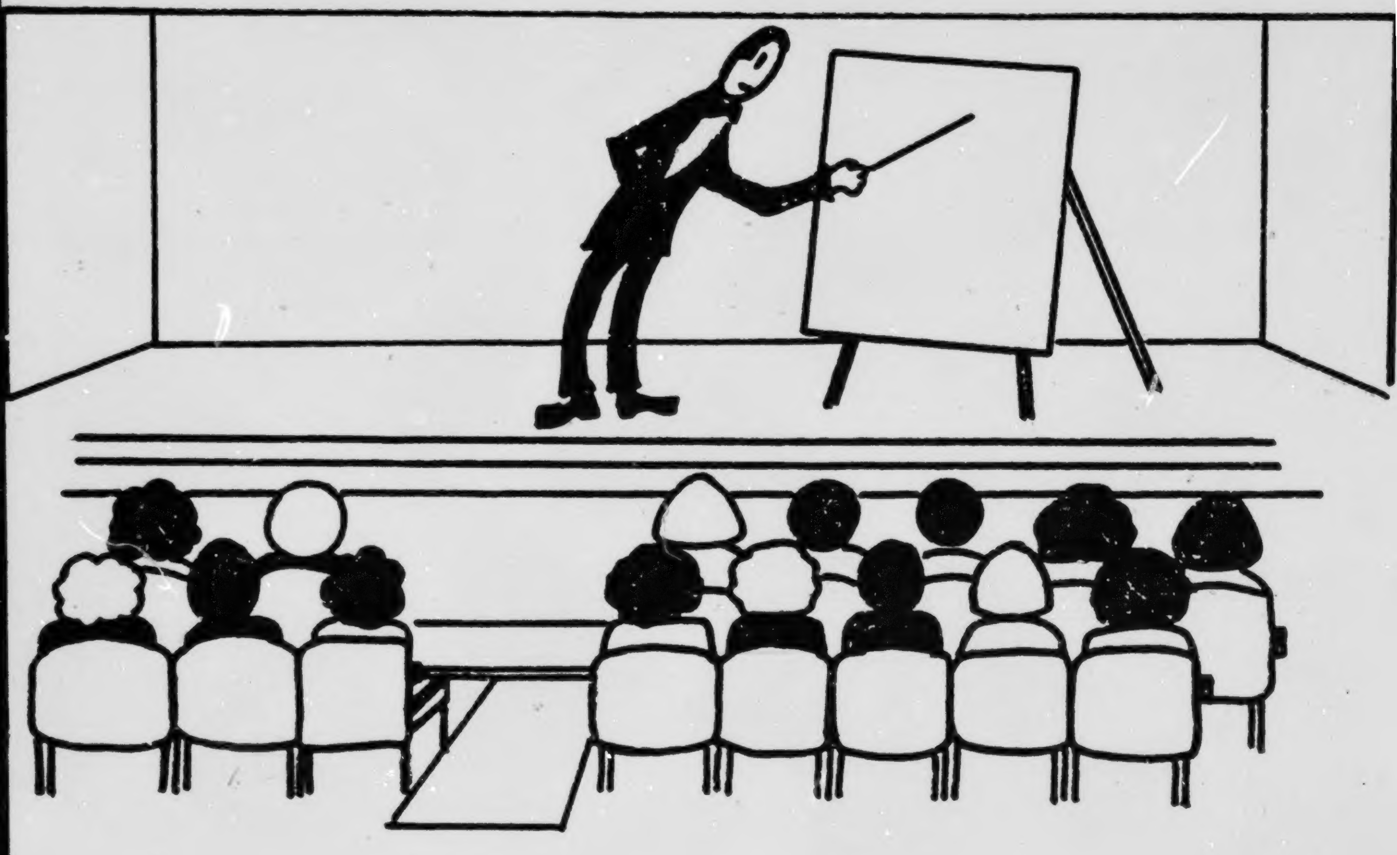
"CLASSROOM ASSISTANTS AND PROFESSIONAL STAFF AS A TEAM"

GENERAL SESSION

ALL CLASSROOM ASSISTANTS ATTEND



"CLASSROOM ASSISTANTS AND PROFESSIONAL STAFF AS A TEAM"

GENERAL SESSION

INTRODUCTION:

The initial session relative to this topic will be primarily concerned with the general role of a classroom assistant and the "meshing" of that role with the roles of the professional staff.

"MISS PARA":

To facilitate discussion and to "set the scene" for that discussion, we will view a film titled "Miss Para." The film concerns an individual who is employed as a classroom assistant and wonders (1) what her role will be and (2) what she is doing or is expected to do. In short, she is uncertain about her job.

> Note:
> In the film, the classroom assistant discovers the teacher has a "plan book" of her daily lessons. The daily lessons explain what is to be done in the class each day. The classroom teacher explains to the classroom assistant the plans for the day and what the assistant will be doing. "Miss Para" then has more insight about what she is expected to do in her role.

DISCUSSION:

To summarize/reinforce the points made in the film, the following are some suggested questions:

(1) What were her feelings when Miss Para began her job as a classroom assistant? How similar were your own feelings?

(2) How did Miss Para come to feel more comfortable about her duties and role?

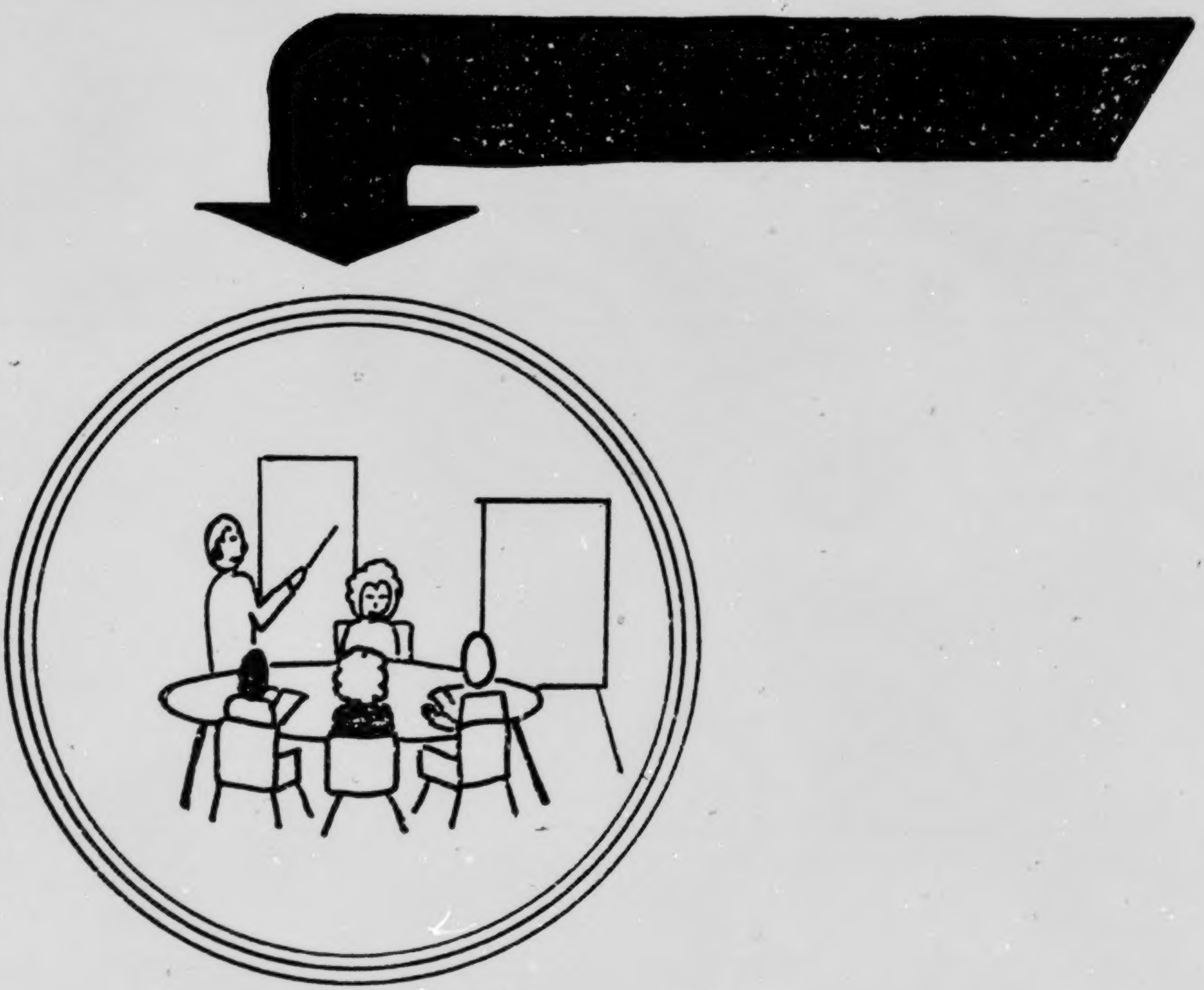
(3) Do you now feel more comfortable in your role than you did initially? If not, what kinds of questions/concerns do you have and how might they be answered/responded to? If so, why do you feel more comfortable and what changed your feelings?

(4) How much time do you spend planning with the professional staff members with whom you work? Do you find the time sufficient? What suggestions do you have which might make that time more productive?

"CLASSROOM ASSISTANTS AND PROFESSIONAL STAFF AS A TEAM"

UNIT SESSION I

INEXPERIENCED CLASSROOM ASSISTANTS ATTEND



"CLASSROOM ASSISTANTS AND PROFESSIONAL STAFF AS A TEAM"

Unit Session I--Inexperienced Personnel

INTRODUCTION:

In the general session this month, we discussed the general role of the classroom assistant and the "meshing" of that role with that of the professional staff. In this session, we will address more specifically the team of classroom teacher/classroom assistant.

CLASSROOM ASSISTANT/CLASSROOM TEACHER:

The classroom assistant's dignity, dedication, cooperation, and competence are of the utmost importance to the professional staff. To plan effective programs, the classroom assistant must be able to anticipate some of the needs of the teacher. The classroom assistant is expected to use all of his/her strengths to complement those of the professional and be willing to ask questions when he/she does not understand. The relationship between the two should allow for the freedom of sharing ideas and exploring new approaches to recurring situations. Above all, the classroom assistant should take pride in his/her work.

General guidelines for classroom assistants in working with professional staff members may well include:

(1) Give simple instructions to students; preferably one instruction (or task to do) at a time

(2) If a student doesn't appear to understand instructions or verbal assistance in following them, demonstrate how a job or task is to be done--realize that seeing is better than listening for many of our students

(3) Let the students practice the task you are doing--they may learn best by doing

(4) Be creative, let your imagination guide you

(5) Give praise freely and recognize the efforts of the students, no matter how small or simple

(6) Be patient, sensitive, and kind to students

(7) Be resourceful and keep a sense of humor

(8) Feel free to ask questions of the classroom teacher relative to upcoming activities and be certain to advise him/her of (a) how the activity went and (b) your observations of students during the activity

ROLE PLAYING:

The following is a suggested simulation activity which may be used as a component of this session:

(1) Select a group of experienced professional/paraprofessional personnel to portray one teacher, one classroom assistant, and a group of students. Have them describe their situation, including the types of "students" in the class and the length of time the teacher and assistant have worked together.

(2) The "teacher" then plans strategies for the class with the "classroom assistant" and briefs him/her on the way(s) to carry out the plans with suggestive input from the "classroom assistant" as to his/her role.

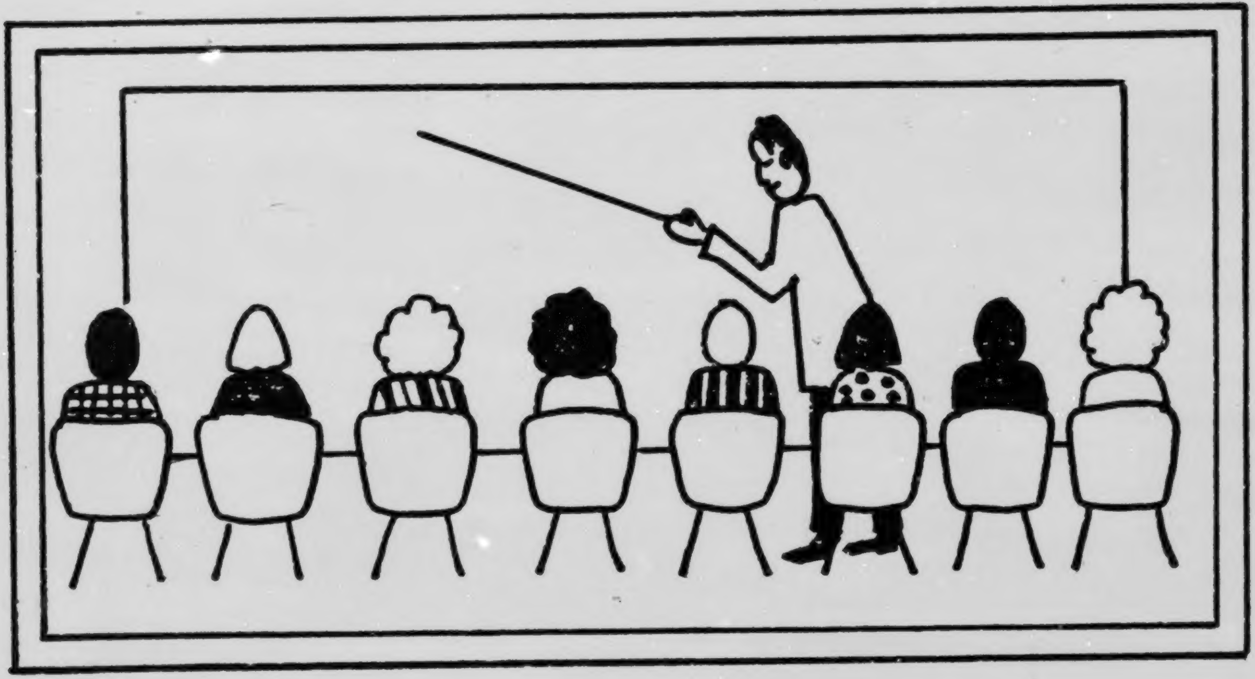
(3) The students arrive and the plans are put to work. At this point, materials, activities, and procedures will be determined by the "teacher" and the "assistant."

(4) Following a brief lesson simulation, the "assistant" and the "teacher" again confer, and the "assistant" reports on the lesson, observations of the "students," etc. Session participants are invited to provide additional suggestions to either the "teacher" or the "assistant" relative to matters such as clarification of instructions, sharing decisions, reporting results, etc.

"CLASSROOM ASSISTANTS AND PROFESSIONAL STAFF AS A TEAM"

UNIT SESSION II

EXPERIENCED CLASSROOM ASSISTANTS ATTEND



"CLASSROOM ASSISTANTS AND PROFESSIONAL STAFF AS A TEAM"

Unit Session II--Experienced Personnel

INTRODUCTION:

In the general session this month, we discussed the general role of the classroom assistant and the "meshing" of that role with that of the professional staff. In the session for inexperienced classroom assistants, more attention was given to the relationship between a classroom assistant and the classroom teacher with whom he/she works day to day. In this session, we will focus more on the working arrangement between a classroom assistant and the various ancillary staff members in the school.

CLASSROOM ASSISTANT/ANCILLARY STAFF MEMBER:

Ancillary staff or supportive personnel are essential in the overall instructional program for moderately/severely/profoundly/multi-handicapped mentally handicapped youngsters. By now, the classroom assistant should be aware of the importance of the classroom teacher and and the classroom assistant forming a "team" to meet the unique needs of individual students. We are now bringing in another area which is equally important to the "teamwork" concept--the classroom assistant and the ancillary staff. It will be to the classroom assistant's advantage to become familiar with the roles of all ancillary staff members and with what each expects of the classroom assistant.

The following supportive staff may or may not be a part of your particular situation. Those classroom assistants who do have contact with them will have certain roles to play.

Ancillary (or supportive) staff at Cold Spring School are involved in a full schedule of activities. These persons include the language therapist, the occupational therapist, the adapted physical education teacher, the music teachers, and the art teacher. The contribution of each of these resource people is invaluable. The ways in which their services differ from those of a classroom teacher will be described briefly:

> The language therapist works with students in small groups, individually, or with the total class. She serves as a resource to the entire teaching staff regarding the development, enrichment, and implementation of language programming. The classroom assistant accompanies the students to the language therapist if the total class is not involved. He/she (CA) acts as a model for the students, drills students in the lessons prescribed by the language therapist, and helps the language therapist prepare, retreive, and return materials for the language classes.

> The occupational therapist serves also as a resource

to the entire teaching staff in the development of appropriate instructional activities in the areas of daily living. These areas include feeding, dressing, toileting, using adaptive equipment, guiding individual therapy, and supervising wheelchair safety. The classroom assistant works with and follows through with prescribed activities as directed by the occupational therapist.

The adapted physical education teacher works with the entire class at one time. The classroom assistant works with individual students and serves as a model for the students in the classes. He/she participates in games, gross motor activities, and activities which prepare students for participation in the Special Olympics. The classroom assistant plays a very "active" role with the adapted physical education teacher.

The music teachers (vocal and instrumental) use singing, dancing, manipulation, and rhythmics and develop programs to assist teachers in reinforcing motor development, language development, spatial awareness, and listening skills of the students. The classroom assistant is a very important person in the music program. He/she assists the teacher in positioning children, acts as a model, reinforces listening skills, and assists in making props and scenery for programs--and generally acts as an extension of the teacher.

The art teacher uses a variety of media to reinforce gross and fine motor development and attending skills, using art as a vehicle for developing the creative expression of the students. The art teacher is responsible for directing the activity and the classroom assistant works with individual children or with small groups of children as the teacher directs. The classroom assistant prepares materials, assists with clean-up, and demonstrates how selected materials may be used.

Relative to working with ancillary (or supportive) personnel, the classroom assistant should remember: (1) the classroom assistant works under the direction of the ancillary staff member; (2) the classroom assistant should know the anicllary teachers' responsibilities; and (3) the classroom assistant should recognize that his/her responsibilities may change, depending on the special area in which he/she is working.

DISCUSSION:

(1) What have been your greatest "surprises" in learning of your various roles with ancillary staff members? ...most interesting? ...most fun?

(2) How would you contrast the roles you fulfill in the various special areas with those you fulfill in the classroom?

NOTE: Those adapting this training session may wish to use a simulation activity similar to that proposed in Unit Session I (page 104-105).

"CLASSROOM ASSISTANTS AND PROFESSIONAL STAFF AS A TEAM"

SECTION EVALUATION

GETTING 'IT' TOGETHER
EVALUATION & OPERATION

As indicated previously (pages 2, 61, 76, and 94) the questions used in evaluating the inservice sessions were verbally presented to a group (or groups) of classroom assistants at Cold Spring School for their discussion. The input of those discussion participants was then recorded and submitted to the evaluation consultant for analysis. Again, other districts/facilities adapting this training program may wish to devise another form of section evaluation.

The following discussion questions relative to "Classroom Assistants and Professional Staff as a Team" were used at Cold Spring School:

(1) Why is it important for the classroom assistant to be able to anticipate the needs of the teacher?

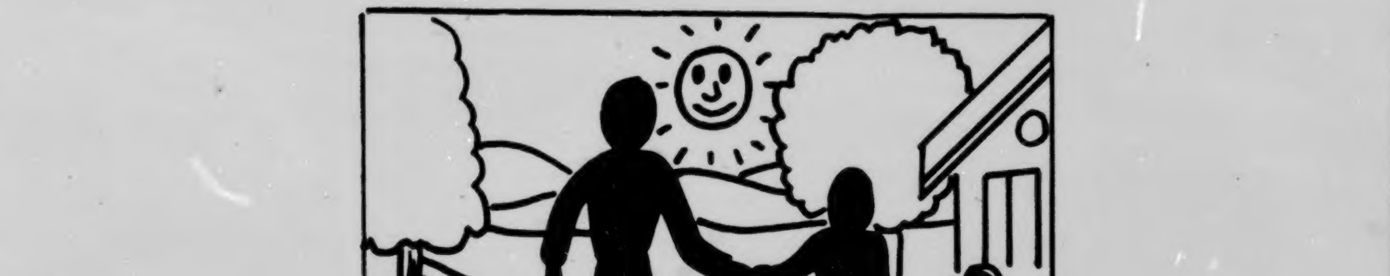
(2) To whom is the classroom assistant directly responsible?

(3) In what way will planning with the teacher make you feel more at ease as a classroom assistant?

(4) What information received from the inservice on this topic will help you in your work?

INSERVICE SECTION #5

"LOVE-SECURITY-DISCIPLINE"
(KIDS NEED L.S.D.)



"LOVE-SECURITY-DISCIPLINE"
(KIDS NEED L.S.D.)

INSERVICE SECTION #5

PURPOSE

The purpose of the inservice sessions on this topic is to orient the classroom assistant to various approaches in the management of student behavior.

OBJECTIVES

General Session:

The classroom assistant will be able to identify ways in which he/she can work with the classroom teacher and with the Crisis Intervention Team in recording and managing student behavior.

Session for Inexperienced Assistants:

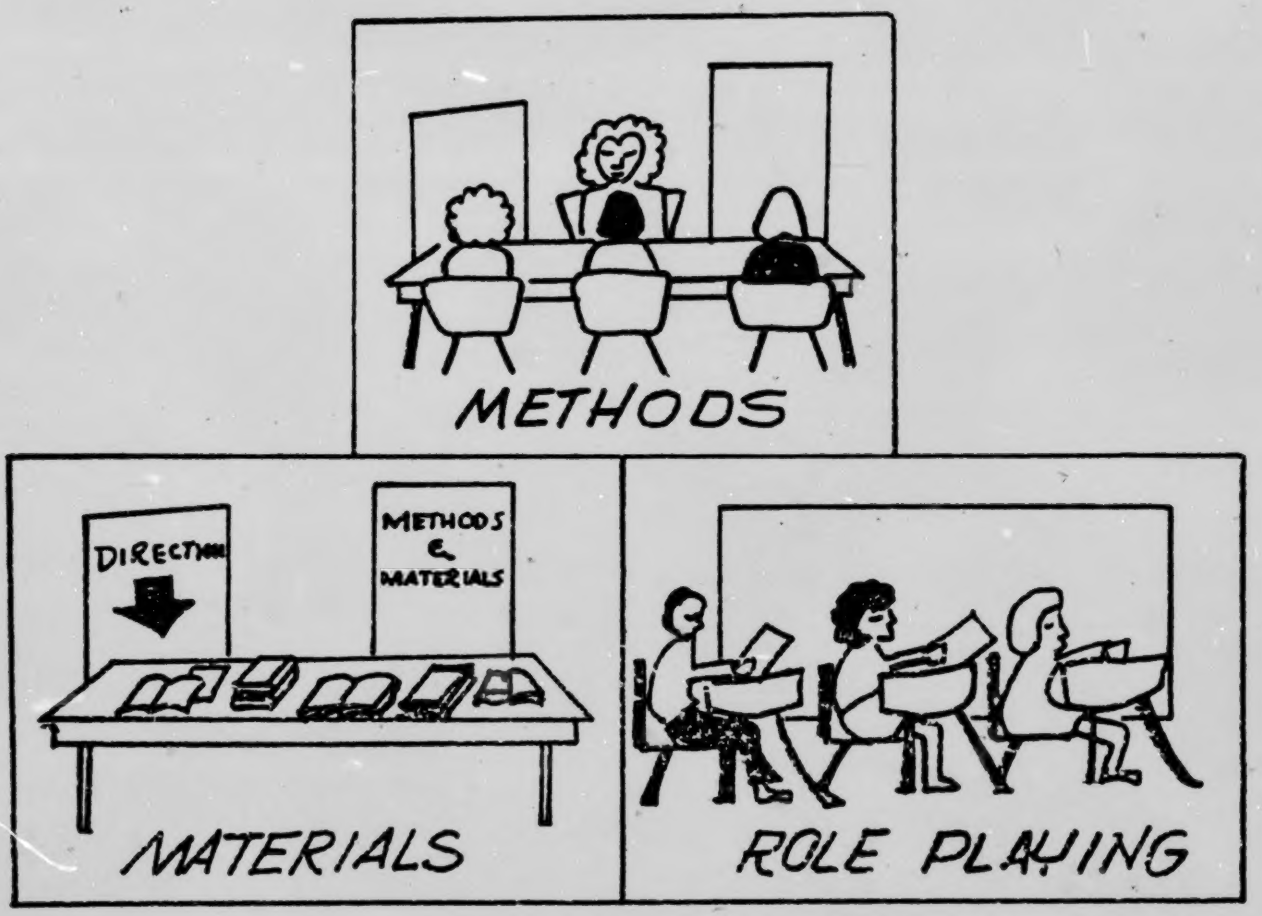
The classroom assistant will identify specific behavior management techniques which may be employed with students in the classroom.

Session for Experienced Assistants:

The classroom assistant will implement specific behavior management techniques with students in the classroom.

"LOVE-SECURITY-DISCIPLINE"
(KIDS NEED L.S.D.)

PROCEDURES


METHODS
DIRECTION
METHODS & MATERIALS
MATERIALS
ROLE PLAYING

PROCEDURES

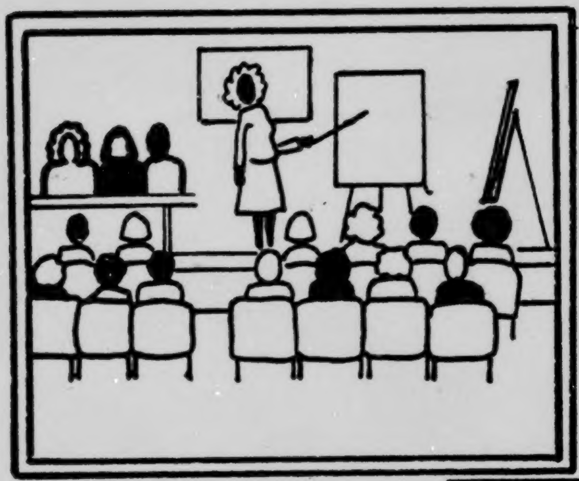
Each of the sessions on "Love-Security-Discipline" was conducted, at Cold Spring School, by the two professional members of the Crisis Intervention Team (CIT). The CIT was formed primarily for providing intervention and support to other personnel relative to managing students who were disruptive, agressive, and/or self-mutilating. It became a natural part of the team's functioning to initiate training for professional and paraprofessional staff on the general topic of behavior management. In addition to the large and small group inservice training, professional and paraprofessional members of the CIT routinely confer with individual teachers, classroom assistants, or teacher/assistant teams pertinent to managing the behavior of specific students.

In leiu of a Crisis Intervention Team to conduct sessions on this topic, another district/facility may request assistance from psychological services personnel or any other personnel in the district familiar with observing and charting behaviors, operant conditioning, and the general area of behavior management.

In each of the sessions on this topic at Cold Spring School, the format of presentation/discussion was used. Again, particularly if resource personnel from outside the district/facility are used for the presentations, it would be wise to film, tape, or otherwise record the presentations for later use. Again, too, the importance of discussion cannot be overly stressed. It is during such discussions participants have an opportunity to raise specific concerns and to apply the session content to their respective "real world" situations.

As in the other portions of this document, the information on the following pages is intended neither for duplication for classroom assistant reading matter nor for reading to them in an inservice session. It is intended to provide the reader (who may choose to adapt all or part of it to another situation) with some information relative to the content of the sessions implemented at Cold Spring School.

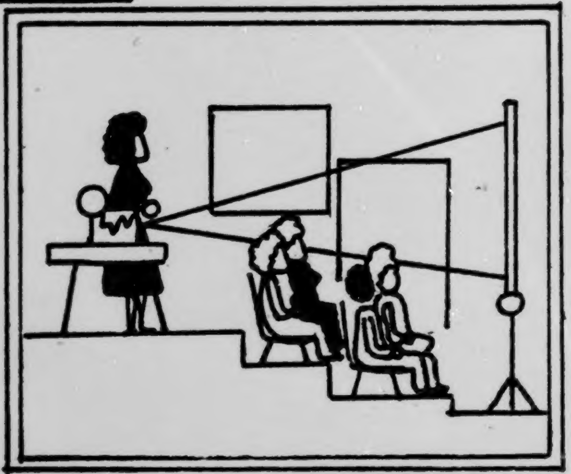
"LOVE-SECURITY-DISCIPLINE"
(KIDS NEED L.S.D.)



GENERAL SESSION

ALL CLASSROOM
ASSISTANTS
ATTEND

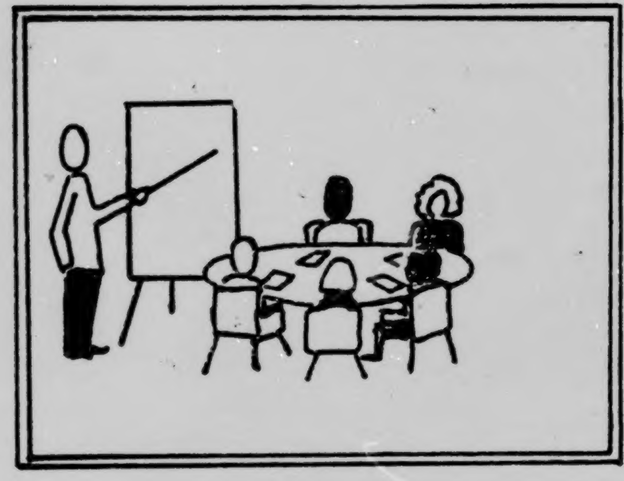
Page 115



UNIT SESSION I

INEXPERIENCED
CLASSROOM
ASSISTANTS
ATTEND

Page 118



UNIT SESSION II

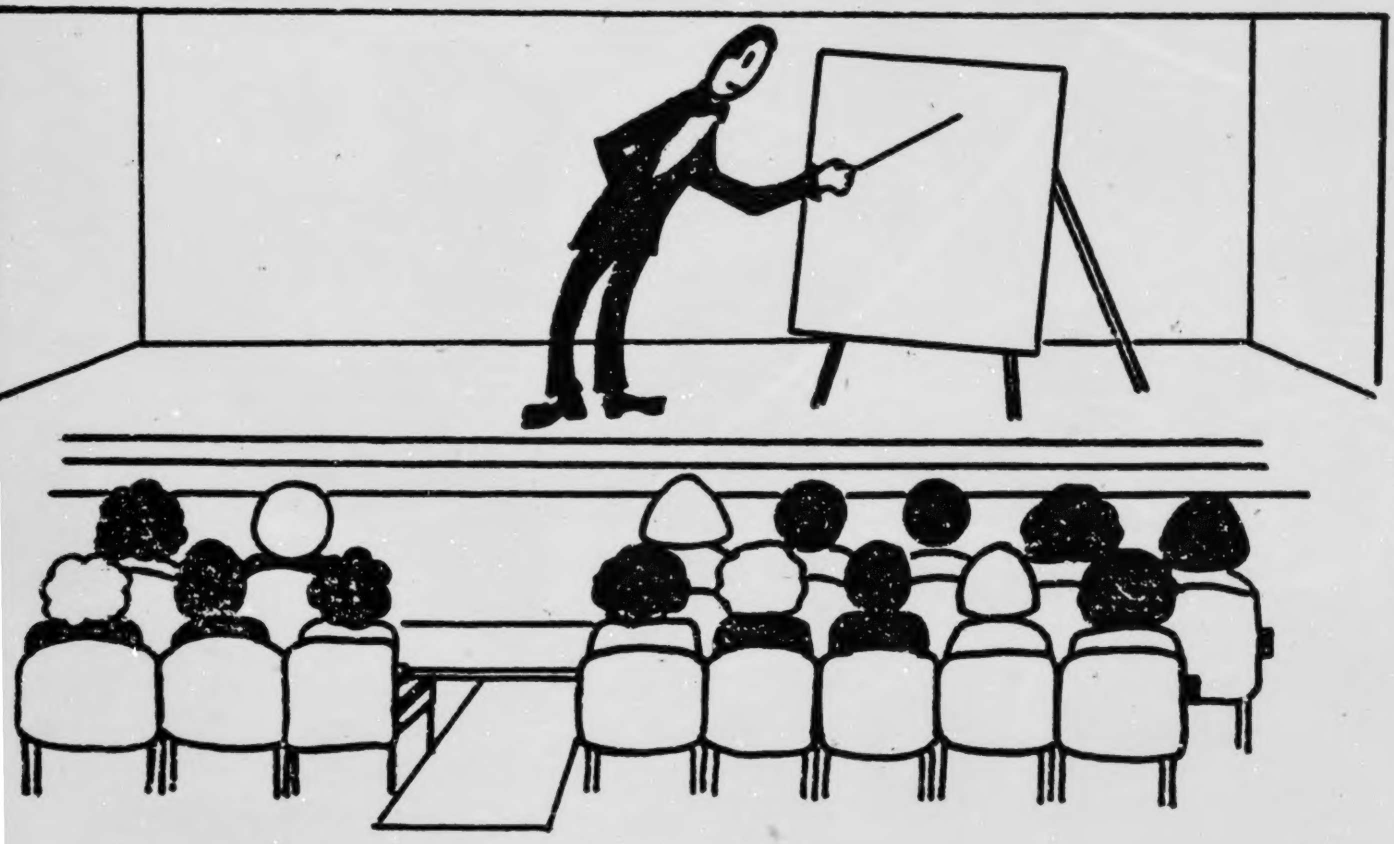
EXPERIENCED
CLASSROOM
ASSISTANTS
ATTEND

Page 121

"LOVE-SECURITY-DISCIPLINE"
(KIDS NEED L.S.D.)

GENERAL SESSION

ALL CLASSROOM ASSISTANTS ATTEND



"LOVE-SECURITY-DISCIPLINE"
(KIDS NEED L.S.D.)

GENERAL SESSION

INTRODUCTION:

In this session, we will describe the Crisis Intervention Team and ways in which you may work with the team members; and we will discuss some "pointers" for classroom assistants in helping teachers with student management.

CRISIS INTERVENTION TEAM:

During the first years of operation of Cold Spring School, a number of problems occurred as a result of youngsters who displayed behavior in which they created serious disturbances in classes and/or they were dangerous to themselves or to other students. Adding to the problems were (1) such students had not previously attended public schools and teaching personnel were uncertain how to deal with them and (2) there were no provisions for making "extra hands" available to teachers to assist during crisis situations.

Through a special project (initially), a team of professional and paraprofessional personnel was appointed to specialize in behavior management. Known as the Crisis Intervention Team (CIT), this group is available--on call--to assist classroom personnel in managing the behavior of individual students or of groups of students. CIT personnel provide training in behavior management techniques, monitor the behavior of individual students and train classroom personnel to monitor, provide suggestions relative to specific techniques which should be used in pupil management, and may actually physically restrain or remove students from the classroom if the situation warrants. They may also provide scheduled time for a student outside the classroom during which they attempt to assist the student learn to monitor and control his/her own behavior--which, of course, should always be the goal for each student.

MANAGING STUDENT BEHAVIOR IN THE CLASSROOM:

Classroom assistants and teachers should review (together) the policy of the Board of School Commissioners on pupil control and should be aware of the Cold Spring School policies in this area. Maintaining effective pupil control requires an open line of communication between the classroom assistant and the teacher to whom he/she is assigned. Since approaches to discipline vary from teacher to teacher, the classroom assistant should learn which student behaviors are allowed in the classroom and which are to be changed. ("If you don't know where you're going, you may end up some place else...and not even know it!")

For most effective results, both teacher and classroom assistant should know which behaviors are desired for each student and are to be reinforced or rewarded frequently. Reinforcement should be frequent, specific, right at the time, and pleasing to the students. Students learn a better way to behave even when "almost right" behaviors are reinforced. Reinforce students for appropriate behavior. Reinforce them before they begin misbehaving. Most students want to be liked and accepted. Don't overlook their attempts to gain your approval.

Verbal reprimands should be short, to the point, and stated when the student is still misbehaving. Praise the student soon thereafter for his/her improved behavior, but don't lecture him/her about his/her misbehavior.

Be certain it is not more fun to the student to be out of the class activity (in the hallway, in the office, etc.) than it is to be working with you in the classroom. "Time out" should be for only three to five minutes and should be boring and keep the student from doing something he/she wants to do. The child should want to rejoin the classroom activity rather than be excused from it.

The classroom assistant must recognize that strategies may not necessarily represent rewards (or punishments, for that matter) to a specific student just because they are such to adults or to most other children. Reinforcers encourage individuals to behave in a certain way more often. Learn what is reinforcing to each of the students in the classroom and build "discipline" around it.

DISCUSSION:

(1) How might the Crisis Intervention Team be of assistance to you in making you feel better about your management of student behavior?

(2) If a student becomes physically aggressive in the classroom, how would you contact the CIT?

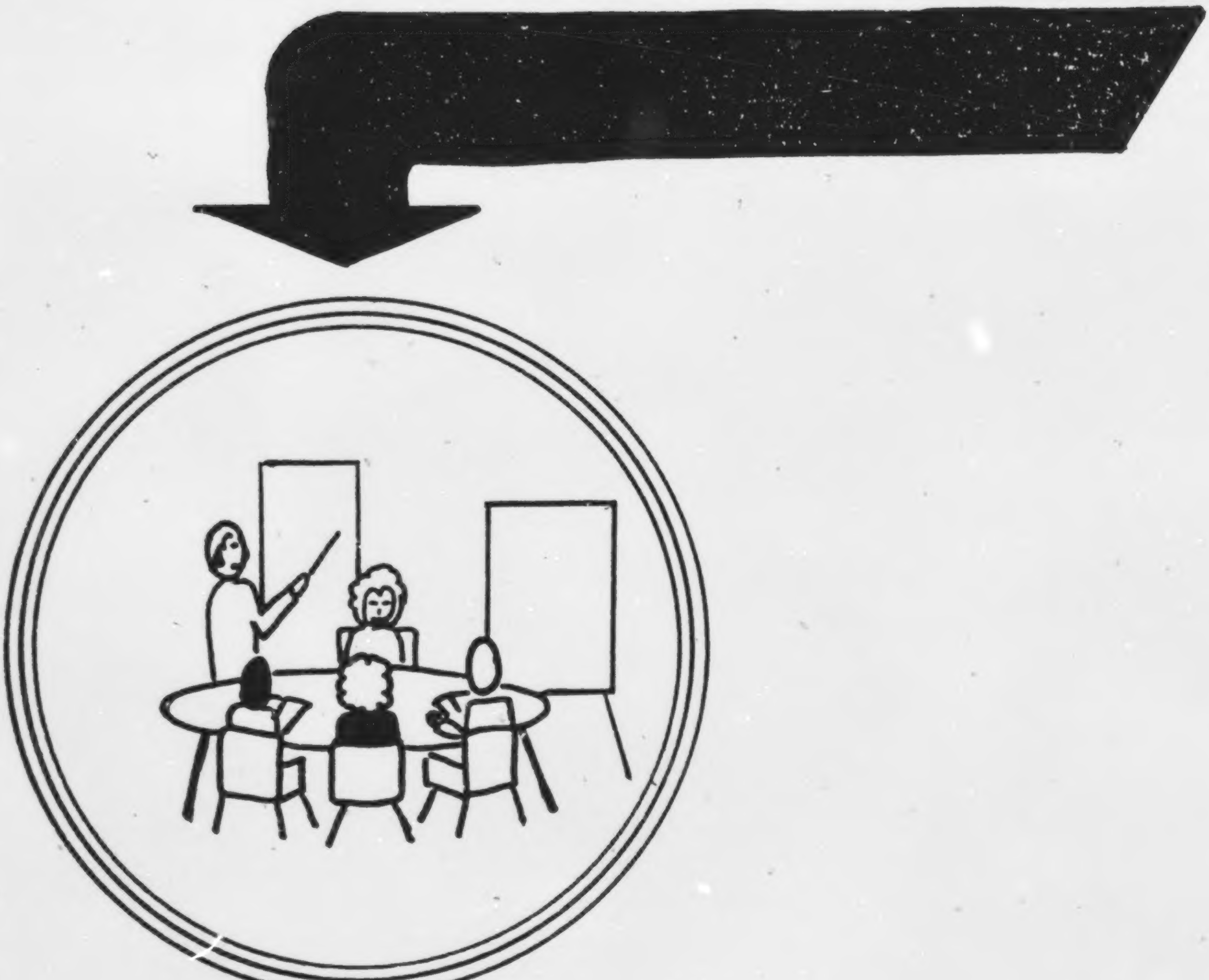
(3) What are some of the "reinforcers" to which individual students in your classroom respond?

(4) What are some of the things we do to reinforce undesireable behavior without really meaning to?

"LOVE-SECURITY-DISCIPLINE"
(KIDS NEED L.S.D.)

UNIT SESSION I

INEXPERIENCED CLASSROOM ASSISTANTS ATTEND



"LOVE-SECURITY-DISCIPLINE"
(KIDS NEED L.S.D.)

Unit Session I--Inexperienced Personnel

INTRODUCTION:

In the general session, we spoke about the Crisis Intervention Team and some "pointers" for helping classroom teachers with classroom management. In this session, we will focus more on "behaviors," "reinforcers," and using reinforcers in the classroom.

BEHAVIORS:

What is your definition of "behavior?" According to one expert, behavior is "the action of a person." You and I perform many behaviors each day: getting up, dressing, eating, washing, driving, talking, riding, and many more. These are observable activities. That is, you can see them, count them, time them, etc. On the other hand, thinking, hopeing, dreaming, and feeling angry are not behaviors because they are not observable activities. That is, we cannot see them, count them, or time them.

REINFORCERS:

Reinforcers are events following a behavior which increase the probability that the behavior will occur again. If this definition is confusing, here are a couple of examples which might clarify it: (1) A hungry animal will learn to do a trick if each time it does the trick you give it a bite of food; or (2) If you cook a delicious dinner for your family and they compliment you for it, the chances of your cooking future delicious dinners is increased. Both the food for the animal and the compliments for the cook are reinforcers.

Some reinforcers which may be used effectively in controlling student behavior are food, beverages, praise, attention, tokens, toys, and "fun" activities. The best reinforcers, however, are those which come from the task (or are related to it); and "good boy/girl" and other social or artificial reinforcers should only be used when necessary to get things started. All reinforcers strengthen behavior and they are a valuable aid to use in developing new skills. It should readily be seen that reinforcers are a key to successful management of students and an indespensible tool for the classroom assistant and the teacher.

Selecting reinforcers from the great variety of available potential reinforcers may seem to be a difficult task--that which works best for a specific student must be individually determined. That which serves as a reinforcer for one student may not be an appropriate reinforcer for another student. For example: Sally may work hard for chololate ice cream, but strawberry ice cream may be Sandy's flavor; consequently, we use different reinforcers. In addition, that which serves as a reinforcer at one time for a specific student may not be so reinforcing at a later time. For example: During the Summer, playing on the swings may be reinforcing to a specific student; but in the winter when it is cold, he/she would be less interested in going out to the playground. The test of whether or not a strategy is really a reinforcer is how it affects the behavior it follows. If it changes or increases the behavior, it is an effective reinforcer for the student.

As a guide in selecting an effective reinforcer for a student, the classroom assistant and the teacher should watch what the student does when given choices: what he/she plays with, what he/she says, what he/she likes. Ask the student, you may be surprised at the insight he/she will give. It is likely you will discover strong reinforcers from this simple procedure.

There is a very important point relative to reinforcers which has not been heretofore discussed. Although the classroom assistant and the teacher will need to provide the student with reinforcement initially, one of the goals of so doing is to assist the student in reaching the point where he/she experiences natural or internal reinforcement. That is, we would hope it will become unnecessary that someone always comment on a job done well--that the student will feel good about it himself/herself without the expressed approval of another person. To reach that eventual end, it is well to remember that as the desired behavior becomes a more frequent part of the student's pattern, the expressed or demonstrated reinforcer should become progressively less "flowery" or obvious or regular until it disappears all together.

We have discussed reinforcers as very positive approaches to managing the behaviors of students in the classroom. We need to recognize, too, that punishment (when not misused) can be an effective technique for controlling student behavior. The discussion of the use of punishment is expansive in itself, however, and will be included in another session.

DISCUSSION:

(1) Which of the following are behaviors, and why or why not: getting up, dressing, thinking, eating, hopeing, dreaming, washing, feeling angry, driving, talking, riding?

(2) How many reinforcers are there for each student? How many might be used?

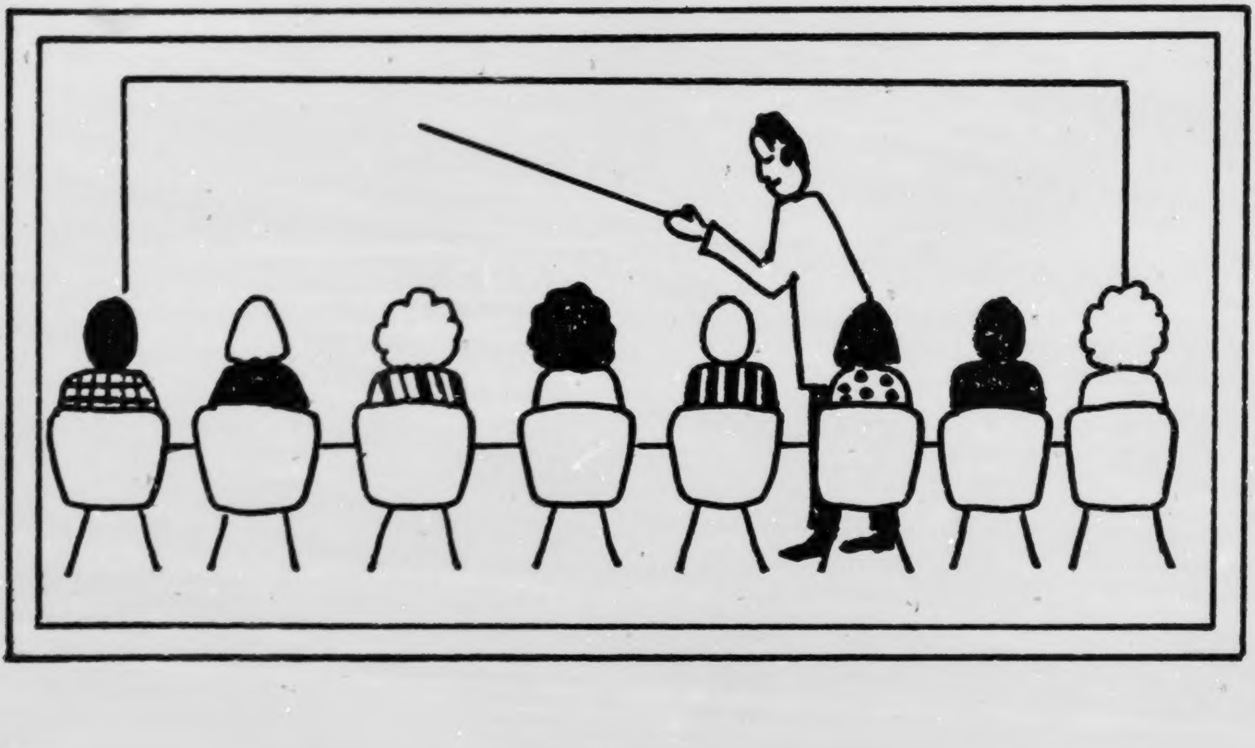
(3) Among the students in your class, what examples can you give where reinforcers became ineffective and had to be changed? Why?

(4) When are reinforcers used?

"LOVE-SECURITY-DISCIPLINE"
(KIDS NEED L.S.D.)

UNIT SESSION II

EXPERIENCED CLASSROOM ASSISTANTS ATTEND



"LOVE-SECURITY-DISCIPLINE" (KIDS NEED L.S.D.)

Unit Session II--Experienced Personnel

INTRODUCTION:

In the general session, we spoke about the Crisis Intervention Team and some "pointers" for helping classroom teachers with classroom management. In the session for inexperienced classroom assistants, we focused more on "behaviors," "reinforcers," and using reinforcers in the classroom. In this session, the focus will be upon a brief review of "behaviors" and "reinforcers" and discussion of "target behavior" and "extinction."

BEHAVIOR AND REINFORCER:

Observable activities (such as walking, talking, working, skipping, and hitting) are performed every day by each of us. We can see them happening. We can measure them. Such observable activities are called "behaviors." Working as a classroom assistant, you will be routinely involved with students' behaviors such as dressing, toileting, bathing, feeding, buttoning, sitting, etc. Students are engaged in many such behaviors each day--behaviors we can see happening. Behaviors which are followed by a reward or reinforcer will increase in strength. For example: A student will be more likely to complete his/her work for the teacher on future occasions if each time the work is completed the teacher lets the student know how much the completed work is appreciated. That is, the teacher reinforces the student's performance. Let us look at what has happened. The behavior of the student is completing his/her work. The reinforcer to the student is the teacher showing appreciation immediately following the completion of the work--using, perhaps, "good boy/girl" and/or a pat on the back. The student will be more likely to complete assignments on future occasions now that he/she has been reinforced to do so by the teacher. Eventually, the teacher will not have to verbalize or demonstrate approval because the student will know that by completing his/her work, he/she has pleased the teacher. Further, the student will have positive feelings about completing work, and those feelings will become reinforcing to him/her.

TARGET BEHAVIOR:

A target behavior is a behavior which the classroom assistant and the teacher have elected to change. It can be changed in either of two ways--to occur more often or to be eliminated. In selecting a target behavior, one should make certain that (1) it is clearly defined and specifically stated, (2) it is relevant to the student's situation, and (3) it is similar to something the student is already doing. To define and state the target behavior, remember it must be observable; for example: "Jerry will wash his hands before each meal" rather than "Jerry will be cleaner." Making the target behavior relevant means that the student should have opportunity to use the behavior after it is learned.

For example, teaching a student to tie his/her shoes, if he/she always wears slip-ons, is not a relevant target behavior because of the limited opportunity to practice the skill or behavior after it is established. Teaching the student to feed himself/herself is relevant since it can be practiced three times every day. A student may readily learn new behaviors which are extensions of those he/she is already doing, but he/she will probably have more difficulty learning behaviors which are great departures from those in his/her current set. For example, teaching buttoning is not a realistic target behavior for a student who does not dress himself/herself independently. On the other hand, if the student feeds himself/herself independently, cutting meat with a knife may be a next logical step or behavior for him/her to master.

EXTINCTION:

Behavior which has been followed by a reinforcer will decrease in rate if the reinforcer is withdrawn. A child who "tattles" on a brother or sister will soon stop that behavior if the mother and father ignore him/her whenever he does so. (NOTE: This concept should not be confused with the concept of substituting reinforcers discussed under "Behavior and Reinforcer" on page 122.)

APPLICATION:

Lets apply this discussion of behavior management techniques to an imaginary student. Tom talks and interrupts in the classroom. What should you do? State the target behavior (what you want to change): "Tom will talk out in class less often." For this behavior to occur less often, we might capitalize on Tom's strengths. For example, Tom lines up when asked by his teacher, he shares materials with his classmates, he sits in his seat when asked, etc. Reinforce Tom with "Good, Tom" and/or a pat on the back each time he does well. You might comment, "I like the way you line up, Tom," or "Class, see how well Tom is sitting in his seat." Tom is being reinforced every time for his positive behavior immediately after it has occurred. At the same time as Tom's positive behavior is being reinforced, the teacher and the classroom assistant will ignore Tom's talking/interrupting behavior everytime it occurs. They do not look at him or acknowledge the talking/interrupting behavior in any way. In this example you will see Tom's target behavior (talking/interrupting) occur less frequently because three behavior management techniques were employed: (1) ignoring, (2) reinforcing, and (3) extinction. That is, the behavior to be reduced was ignored (no longer reinforced); acceptable or desireable behaviors were acknowledged with obvious approval; and the target behavior was eliminated because Tom no longer got a reaction to it while he did get a positive reaction for acceptable or desireable behavior.

There are a couple of additional points which also need to be made: (1) It is more difficult than one would imagine to estimate how frequently a specific behavior occurs; consequently, it is necessary (or at least advisable) to record such information. Since behaviors are observable, it is not difficult to so do. One need only count the number of times a behavior occurs in a specified length of time. (In Tom's case, the classroom assistant would have watched him specifically for a period of the day--maybe ½-hour in the morning and ½-hour in the afternoon--to count the number of times he actually talked out/interrupted.) Such counting session would be repeated later to see if the behavior is actually occurring less often. (2) When one uses the technique of ignoring undesirable behavior, he/she should be aware that the behavior will probably occur with more frequency--rather than less--in the beginning. The teacher and the classroom assistant will need to be prepared for the student's behavior to become "worse" before it gets "better" because the behavior will be ignored rather than admonished. Consideration should be given to this issue before agreeing to use the technique--making certain the "end" (or resulting reduction in target behavior occurance) does justify the "means" (or undesirable behavior occurring more often rather than less often in the beginning).

DISCUSSION:

(1) What experiences have you had with behavior management?

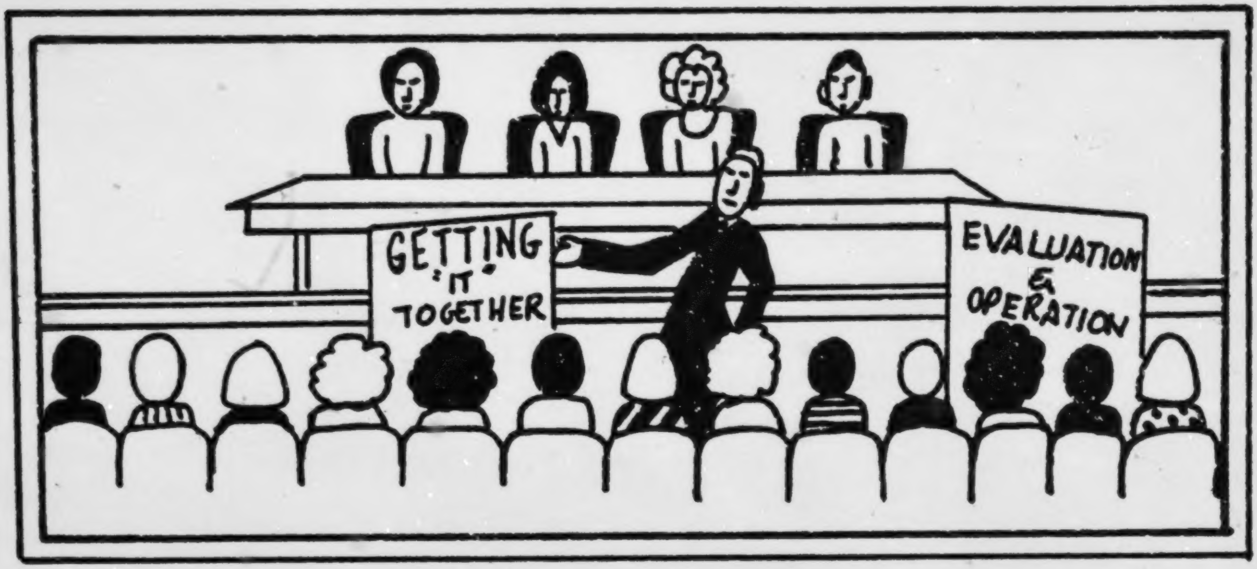
(2) Which of the techniques have you used? Which worked best for you?

(3) What special problems have you had in employing behavior management techniques?

NOTE: Although not used in the implementation of this session at Cold Spring School, those adapting this training program may wish to make use of the film series "Try Another Way." Developed by Marc Gold, the series is relative to behavior management techniques and employing such techniques in the classroom. Those in Indiana can borrow the series from the Division of Instructional Media, Department of Public Instruction, 120 West Market Street, 10th Floor, Indianapolis, IN 46204. Those outside Indiana may receive information by contacting Film Productions of Indianapolis, 128 East 36th Street, Indianapolis, IN 46205 (Phone 317/924-5163).

"LOVE-SECURITY-DISCIPLINE"
(KIDS NEED L.S.D.)

SECTION EVALUATION



As indicated previously (pages 2, 61, 76, 94, and 109) the questions used in evaluating the inservice sessions were verbally presented to a group (or groups) of classroom assistants at Cold Spring School for their discussion. The input of those discussion participants was then recorded and submitted to the evaluation consultant for analysis. Again, other districts/facilities adapting this training program may wish to devise another form of section evaluation. Evaluation of the sessions under this topic was somewhat different from that of those under the other topics in that classroom assistants were given a brief "quiz" following presentation of all sessions. A copy of the quiz appears on page 126.

The following discussion questions relative to "'Love-Security-Discipline' (All Kids Need L.S.D.)" were used at Cold Spring School:

(1) What is "behavior?"

(2) Is behavior "good" or "bad?"

(3) Do you feel more confident in handling behavior problems after the sessions this month?

BEHAVIOR MANAGEMENT

CLASSROOM ASSISTANT QUIZ

Name____________________________________

Circle the letter for the correct answer:

1. One of the most effective ways to deal with inappropriate behavior (and one which is difficult to do) is
    a. talk to the student about what he/she does
    b. talk to the parents about what the student does
    c. watch the student all the time he/she misbehaves
    d. ignore the student all the time he/she misbehaves

2. A program to change a student's behavior should be
    a. mostly negative with a few positive aspects
    b. mostly positive with a few negative aspects
    c. entirely positive
    d. entirely negative

3. Behavior is
    a. the child's needs
    b. what the child wants to do
    c. anything we can see the child do
    d. the child's thoughts and feelings

Circle T if the statement is true and F if the statement is false:

4. It is difficult to label behavior as "good" or "bad" because each teacher has his/her own ideas about what is appropriate in the classroom.
    T F

5. Once we have noticed a behavior of concern, it is important to count how often it occurs.
    T F

6. For us to change a child's behavior, we should ask as many people as possible their opinions of the child.
    T F

7. People usually do things because of what happens after they do them.
    T F

8. I feel more confident in handling behavior problems after the sessions this month.
    T F

INSERVICE SECTION #6

"MOTOR SENSE"

"MOTOR SENSE"

"MOTOR SENSE"

INSERVICE SECTION #6

PURPOSE

The purpose of the inservice sessions on this topic is to orient the classroom assistant to the concepts of gross motor activities/performance and fine motor activities/performance.

OBJECTIVES

General Session:

The classroom assistant will be oriented to the concepts of motor response, motor learning, and motor base.

Session for Inexperienced Assistants:

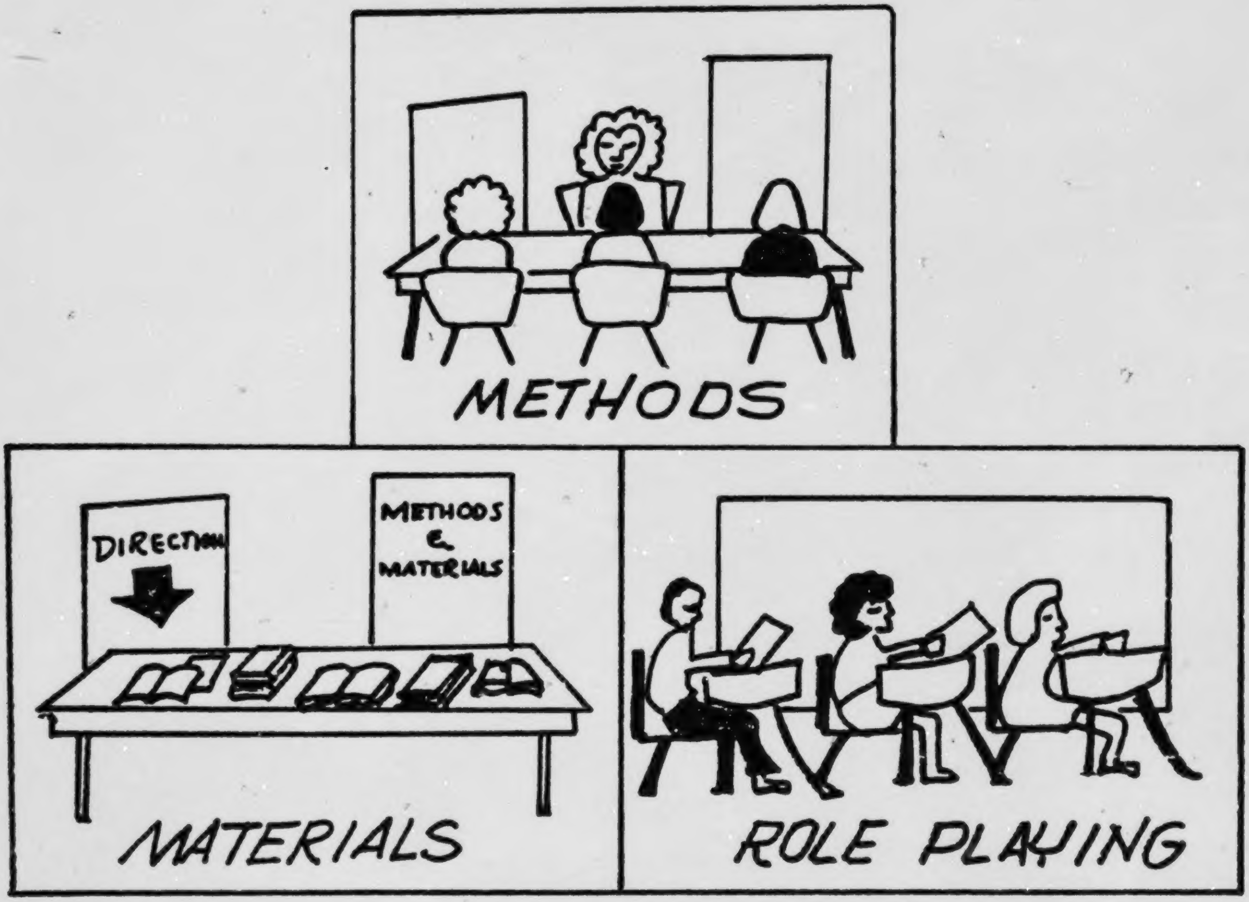
The classroom assistant will be able to differentiate between gross motor activities and fine motor activities and give examples of each.

Session for Experienced Assistants:

The classroom assistant will be able to identify sequential development of motor skills.

"MOTOR SENSE"

PROCEDURES


METHODS
DIRECTION
METHODS & MATERIALS
MATERIALS
ROLE PLAYING

PROCEDURES

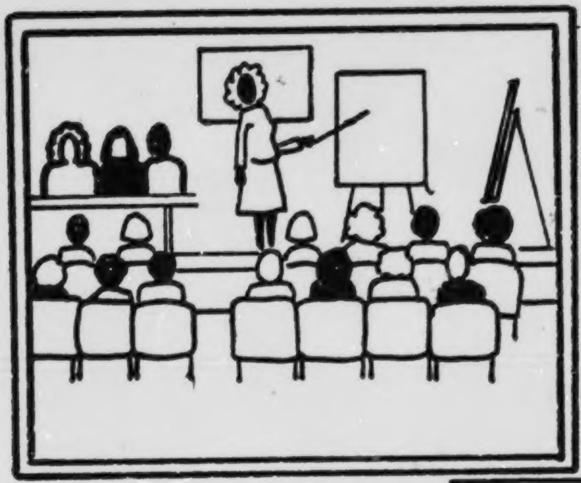
Each of the sessions on "Motor Sense" was conducted, at Cold Spring School, by professional staff members who were particularly interested in motor development and who had done considerable work in the area. Selection of this topic for adaptation by another district/facility will depend upon the attitude in that district/facility relative to the importance of motor development activities upon the teaching of "academic" skills. Obviously, the personnel at Cold Spring School feel the relationship is considerable.

The format of the general session for "Motor Sense" (at Cold Spring School) included a presentation, large group discussion, and a display of teacher-made materials and teacher-designed activities for use in motor development classroom instruction. Although not employed at Cold Spring School, one effective alternative might include the use of students for live demonstrations of some of the concepts discussed.

The session for inexperienced classroom assistants included a brief presentation on differentiating between fine and gross motor activities, small group discussion relative to differentiating, and a paper/pencil exercise in which classroom assistants were asked to decide whether a each of a series of activites involved fine or gross motor movements. Again, the use of students for live demonstrations of each of the activities listed in the paper/pencil exercise might be an effective alternative. An option to using students in the session(s)--general session and/or session on differentiating--might be utilizing segments of video tape or film showing students involved in motor development activities. Due to the relatively low cost and probable accessibility, this might be a particularly good use of 8mm silent film (typically used for home movies).

The session for experienced classroom assistants involved another brief presentation, this time followed by an activity in which all those attending the session participated and additional small group discussion.

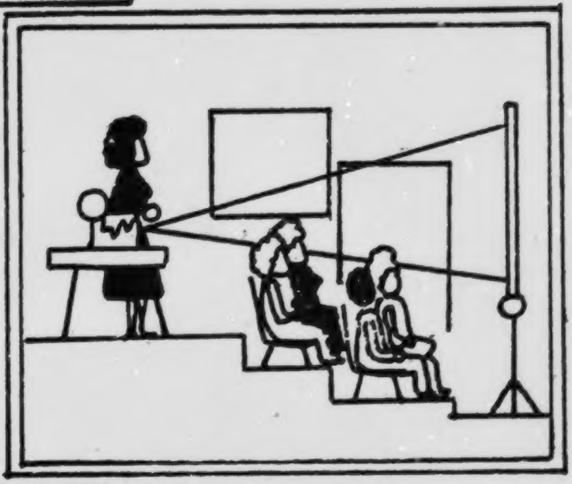
"MOTOR SENSE"



GENERAL SESSION

ALL CLASSROOM
ASSISTANTS
ATTEND

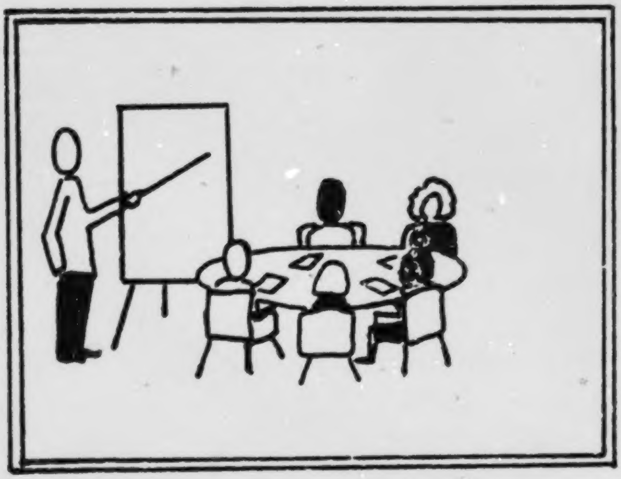
Page 132



UNIT SESSION I

INEXPERIENCED
CLASSROOM
ASSISTANTS
ATTEND

Page 136



UNIT SESSION II

EXPERIENCED
CLASSROOM
ASSISTANTS
ATTEND

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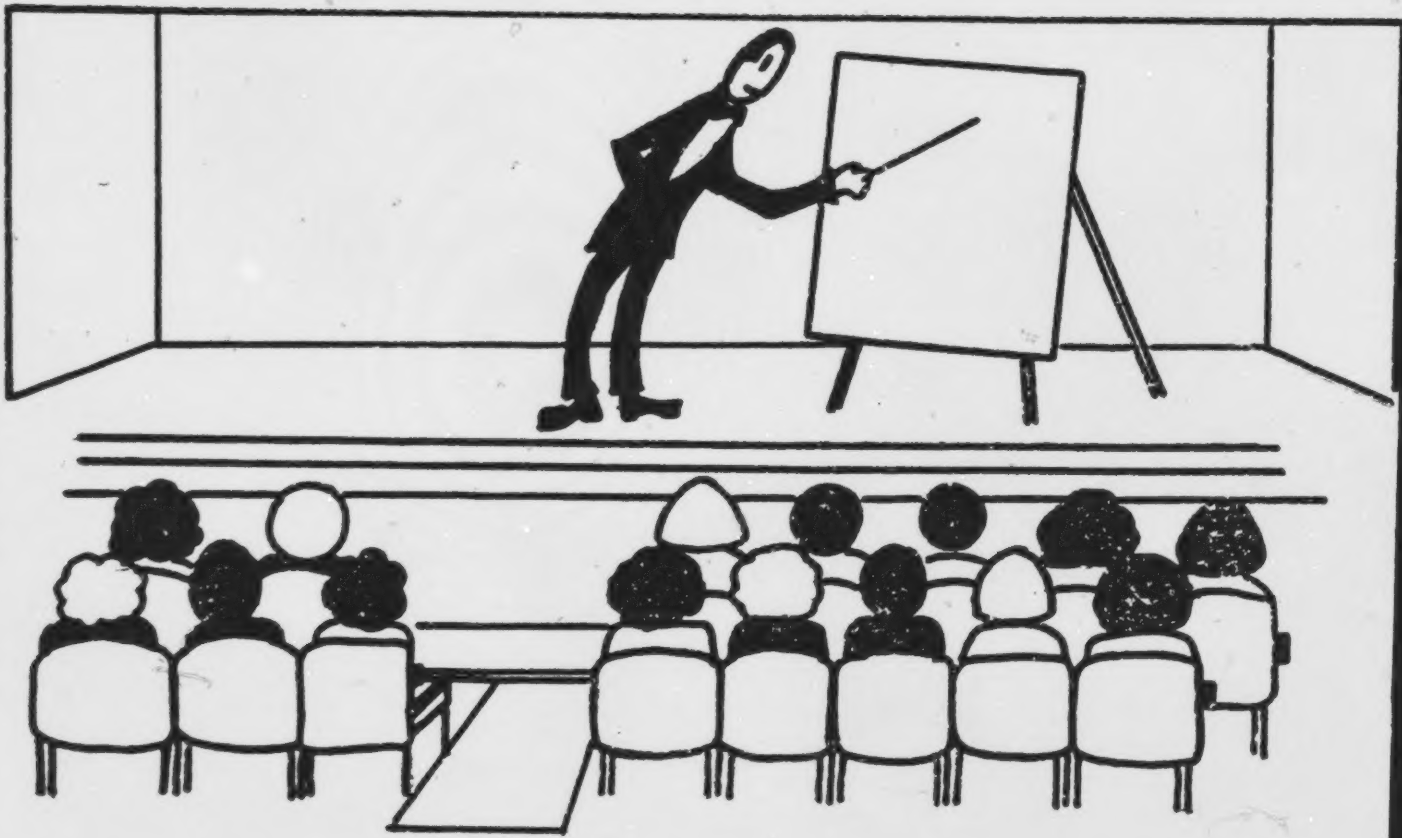
"MOTOR SENSE"

GENERAL SESSION

ALL CLASSROOM ASSISTANTS ATTEND



"MOTOR SENSE"

GENERAL SESSION

INTRODUCTION:

In the classroom to which you are assigned, you may have already heard reference to "motor development," "motor training," "motor activities," and/or "perceptual motor." In this session, we will discuss the term "motor" as it relates to the instruction of students at Cold Spring School and provide you with some background or review of the concept of "motor base."

MOTOR RESPONSE:

When training handicapped students, one may often be asked why so much emphasis is placed on "motor" development. It is a logical question and deserves a thoughtful answer.

Human beings develop knowledge of the world around them through the use of their own bodies. The learning process is sequential. A motor response is a movement made by an individual as a result of an event or a situation. For a motor response to occur, there has to be a stimulus (in-put from an event or a situation) to the central nervous system. The central nervous system (CNS) is that part of the body which includes the brain, spinal column, and nerves to each of the muscles in the body. Stimulus (in-put) occurs before the body moves. That movement, then, is the motor response.

A stimulus is anything (an event, a situation, etc.) which causes a reaction (or causes some change). For this discussion, we are only concerned with those reactions which take the form of movement of a human body (motor responses). There are many stimuli which reach the body, and motor responses may result from stimuli to any of the body's senses: vision, hearing, taste, touch, or smell. The following are examples of stimuli to each of the body's senses and possible motor responses:

Stimulus	Sense	Motor Response
Moving object	Vision	Head turns to follow movement of the object
Loud noise	Hearing	Arms and hands move to cover the ears
Sour flavor	Taste	Lips "pucker"
Feather brushed across bottom of foot	Touch	Leg flexes to pull foot away from "tickle" and perhaps body smiles or laughs
Skunk "sprays"	Smell	Arm and fingers move to pinch nostrils

Again, a motor response is the result of a body (person's body) receiving a stimulus (in-put) through one of the senses which, then, causes movement of that body (movement by that person).

MOTOR LEARNING:

The baby in the crib moves his/her head, neck, shoulders, arms, hands, and fingers. He/She is gaining knowledge of his/her body. At first, the hands fly aimlessly. In a few weeks, the baby observes his/her hands and begins to make more purposeful movement to grasp, manipulate, and release objects. He/She is learning to control the hands. They are a part of him/her, but separate from the environment. This is the beginning of motor learning. The first information the baby learns to handle (or understand) is motor information. This motor information is internal; that is, it is produced by the baby's own movements rather than by the movements of someone else. Such internal motor information provides a base, or a frame of reference, for "organizing" information from the senses. By "organizing" information, we mean remembering it and being able to refer to it in the future. For example: Most small children, at some time, burn their fingers on something (like a lighted match) which is hot. The child will probably be able to remember, "a lighted match is hot;" thus, he/she will be able to recall that a lighted match should not be touched because it will hurt. The child, then, has organized (remembered for recall) that information (a lighted match is hot and I will be hurt if I touch it).

MOTOR BASE:

Sensory (referring to the senses--vision, hearing, etc.) information is organized in reference to previously organized motor behavior. This organization is called the motor base. In the example above when the child first touched the lighted match, his/her probable motor response was to pull the finger away from the flame. At some point in its life, the child had already learned to pull away from something causing pain. That pulling away motor response, then, was a part of the child's motor base--knowing what motor response to use in that particular situation.

Many of the students with whom we work lack a complete (or an appropriate) motor base. They have had difficulty organizing information from their previous experiences. Such students should be presented with attractive objects which they can explore. We must observe each student doing so. Can he/she manipulate the objects? Can he/she focus his/her eyes on them? What does he/she do with the objects? Watch the hands--does the student choose to use one more than the other? All of these things are pertinent to the students motor development. Most nonhandicapped youngsters establish laterality (concept of "left" and "right") between two and three years of age. They have developed inner awareness that there are two sides of the body. This inner awareness of laterality is a part of the motor base.

No object in the universe is always "left" or always "right." There must be a point of reference. When a child (or any individual) determines which objects are to the right and which are to the left of his/her body, he/she has imposed his/her internal structure (or point of reference) on the outside world (that outside his/her own body). The person also determines, from his/her body, the directions of "up," "down," "in front of," etc. This enables him/her to locate objects in the space surrounding his/her body and internalize the information.

It becomes obvious that the lack of good motor base causes many learning problems. The remedy is to introduce activities and experiences which will promote the development of a sound, organized motor base. Where will such activities and/or experiences be found? They are all around us. Students learn their body parts (and become aware of them) from songs and finger plays. They generally like to paint, color, sew, etc.; and any such activity can be used to make the student more aware of body parts or of the "position in space" of various objects. Do not ask such a student to raise his/her right hand or left hand. Ask him/her to raise his/her "working" hand. The student may be right-handed or left-handed--simply tell him/her the name of the hand.

It is preferable that a student locate the sides of his/her body and the position in space of various objects from his/her own motor base. Some students have mixed laterality; that is, in selecting between the two eyes, the two hands, the two feet, etc., the same side (right or left) is not always selected--a student may select the left eye and the right hand, for example. Mixed laterality, in some cases, will clue a teacher or a classroom assistant that the student has a poorly developed or under developed motor base.

DISCUSSION:

There has been a great deal of fairly technical information discussed in today's session--some of which may be confusing. In upcoming sessions, we'll spend more time talking about motor development, but lets first try to clarify some of the points in today's session.

(1) What is a stimulus? ...a motor response? ...a motor base? ...laterality? ...position in space?

(2) Why are we concerned with motor development?

(3) How might you learn that a student has mixed laterality? What difference could having that information make?

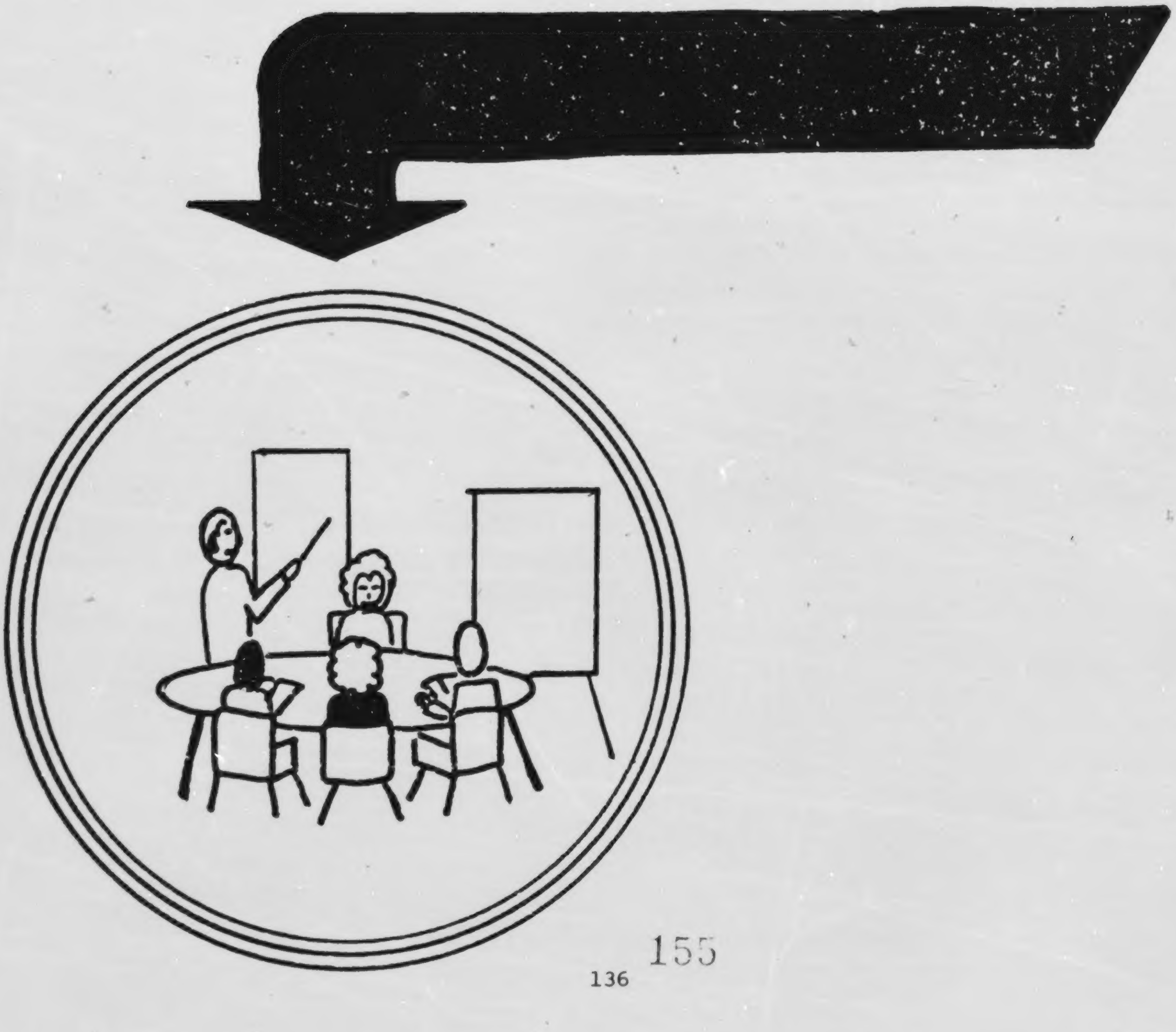
DISPLAYS:

Some of the teachers have prepared displays and/or demonstrations of some of the materials/activities they use in motor development. Before leaving today's session, look through the displays and talk with the teachers. See if you can see how use of the materials/activities might be of help in working with a student in the area of motor development. You might even see something which would help you and/or the teacher with whom you work in planning for one of the students in your room.

"MOTOR SENSE"

UNIT SESSION I

INEXPERIENCED CLASSROOM ASSISTANTS ATTEND



"MOTOR SENSE"

Unit Session I--Inexperienced Personnel

INTRODUCTION:

In the general session we discussed the term "motor" as it relates to the instruction of students and attempted to provide some background of the concept of "motor base." In this session, we will discuss the difference between "fine" and "gross" motor movements/activities/development.

GROSS MOTOR:

Gross motor movements are those actions of the body in which groups of large muscles are used. Examples of gross motor movements include behaviors such as walking, running, throwing, jumping, etc. Each of them is a rather broad, general action. Gross motor activities are experiences (or instructional situations) in which students are taught or encouraged to make such broad movements. Gross motor development refers to the student's level in knowing which broad movements to use in specific situations and his/her appropriate use of those movements. Generally, a student must have control of gross motor movements before he/she would be expected to control fine motor movements.

FINE MOTOR:

Fine motor movements are those actions of the body in which precision in delicate muscle systems is required. Examples of fine motor movements include behaviors such as coloring with a crayon, writing, cutting with scissors, assembling puzzles, etc. Each of them is a rather small, careful, specific action. Fine motor activities are experiences (or instructional situations) in which students are taught or encouraged to make such small, specific movements. Fine motor development refers to the student's level in knowing which specific movements to use in particular situations and his/her appropriate use of those movements.

DISCUSSION:

(1) What is the major difference between gross motor movements and fine motor movements?

(2) What are some examples of gross motor behaviors?

(3) What are some examples of fine motor behaviors?

(4) How are gross motor movements and fine motor movements related?

PARTICIPANT ACTIVITY:

Each of you will be given a list of twenty behaviors. You are to indicate on the page which behaviors in the list involve gross motor movements and which involve fine motor movements. When all of you have finished the exercise, we will compare answers and discuss any differences in opinions.

The following list of behaviors is adapted from The Portage Project:

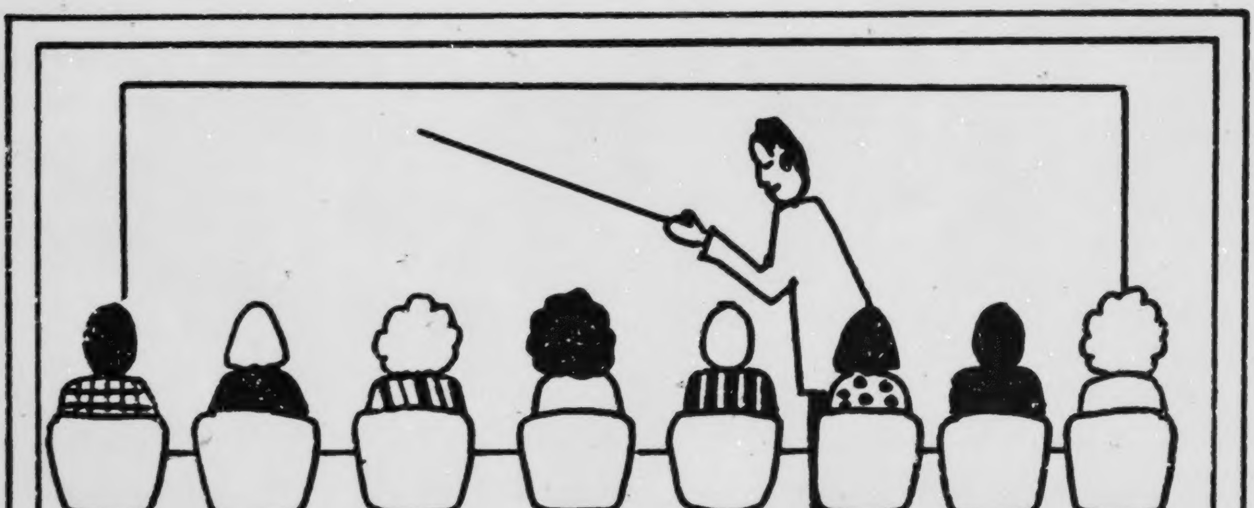
(1) Catching a ball
(2) Jumping from height of 12"
(3) Copying a square
(4) Sliding on slide
(5) Building a pyramid with blocks
(6) Skipping
(7) Turning individual pages in a book
(8) Imitating mark made on paper
(9) Bouncing a ball
(10) Stringing large beads
(11) Walking balance beam
(12) Unwraping candy
(13) Copying a circle
(14) Standing on one foot
(15) Walking up steps with help
(16) Placing pegs in a pegboard
(17) Copying a cross on paper
(18) Hopping in place with help
(19) Somersaulting without help
(20) Copying diamond shape

Answers: Gross--1/2/4/6/9/11/14/15/18/19
Fine--3/5/7/8/10/12/13/16/17/20

"MOTOR SENSE"

UNIT SESSION II

EXPERIENCED CLASSROOM ASSISTANTS ATTEND



"MOTOR SENSE"

Unit Session II--Experienced Personnel

INTRODUCTION:

In the general session we discussed the term "motor" as it relates to the instruction of students and attempted to provide some background of the concept of "motor base." In the session for inexperienced classroom assistants, we addressed the differentiation between fine and gross motor behaviors and made reference to some implications for instruction. In this session we will focus on sequential motor development and some specific classroom applications of motor activities.

SEQUENTIAL MOTOR DEVELOPMENT:

A student's growing awareness of how his/her body can (and does) move leads to insights in the ways he/she can express himself/herself and may provide clues relative to ways in which he/she can improve (improve in self expression). The classroom assistant, working closely with the classroom teacher, the adapted physical education teacher, the music teacher, etc. can observe changes in the students ability to control motor movements and note his/her progress in passing through one developmental level to another.

The classroom assistant has more of a role in motor development training than observing, however. It is very likely the teacher will expect the classroom assistant to provide specific experiences for the student to maximize his/her (the student's) developmental capability. The classroom assistant may be expected to model the behavior desired of the student to facilitate his/her understanding of what to do; may need to guide the student (verbally and, if necessary, physically) through the activity; and will certainly need to provide reinforcement to the student either as a reward for performance or as encouragement to keep trying. For many of our students, a single activity may need to be repeated several times to insure mastery at the skill level. The success of one skill leads to another for the student, the teacher, and the classroom assistant.

Relative to an expected sequence of motor development, one expert indicates the belief that individual motor patterns evolve (or develop) from:

(1) The size of the movement (large to small);
(2) The speed of the movement (fast to slow);
(3) The level of the movement (high to middle to low);
(4) The force of the movement (strong to weak or heavy to light);
(5) The path of the movement (straight to curving to spiraling to zigzagging); and
(6) The design or shape of the movement (amount of change needed relative to the position of the parts of the body involved)

In planning activities for a student's motor development, it is appropriate (if not necessary) to keep these considerations in mind. They may provide some direction to planning for less difficult behaviors to be accomplished by the student before more difficult ones.

CLASSROOM APPLICATION (PARTICIPANT ACTIVITY/DISCUSSION):

As a child learns how his/her body moves, he/she will learn to vary movements and translate them (movements) into games, dances, classroom work, and posture. Lets discuss some sequential movement patterns. We'll discuss them in the order in which they might be expected to develop. We'll ask one of you to be "the student" as we discuss each level and demonstrate some possible instructional techniques. Cratty (a name you'll hear often because of his work in motor development) suggests sixteen developmental steps in the formation of "body image" (awareness) and the body's position in space:

(1) Identification of body places (front, back, sides, top, bottom):
Student directions--
(a) Touch the front of your body
(b) Touch the top of your head
(c) Touch your side
What are some other possible student directions?
What might you do if a student cannot perform at this level?

(2) Body planes in relation to objects:
Student directions--
(a) Touch the wall with your back
(b) Lie on the mat on your side
(c) Place your front toward the chair
What are some other possible student directions?
What might you do if a student cannot perform at this level?

(3) Objects in relation to body planes:
Student directions--
(a) Where is the ball; in front of you, behind you, by your side?
(b) Is the ball by your feet or by your head?
(c) Is the chair to your side, to your back, or to your front?
What are some other possible student directions?
What might you do if a student cannot perform at this level?

(4) Body part identification:
Student directions--
(a) Where are your feet? (d) Touch your feet.
(b) Where is your arm? (e) Touch your shoulder.
(c) Where is your leg? (f) Touch your elbow.
What are some other possible student directions?
What might you do if a student cannot perform at this level?

(5) Movements of the body (trunk movement while fixed):
Student directions--
(a) Bend forward toward the front
(b) Bend to the side; bend to the other side
(c) Bend slowly backwards
What are some other possible student directions?
What might you do if a student cannot perform at this level?

Movements of the body (gross movements in relation to body planes:
Student directions--
(a) Where is your side? Can you move sideways?
(b) Let's try forward...backward...sideways movements

(c) How can you jump up?
What are some other possible student directions?
What might you do if a student cannot perform at this level?

(6) Laterality of body:
Student directions--
(a) Touch your left leg.
(b) Touch your right arm.
(c) Climb this ladder using your left arm and left leg first.
(d) Touch your right ear
What are some other possible student directions?
What might you do if a student cannot perform at this level?

(7) Laterality in relation to objects:
Student directions--
(a) Place your left side nearest the chair.
(b) Put your left foot on the box.
(c) Go up to the wall and put your right side nearest the wall, now move and touch the wall with your left side
What are some other possible student directions?
What might you do if a student cannot perform at this level?

(8) Static objects related to laterality:
Student directions--
(a) Is that box by your right side?
(b) Is that stick touching your right or left foot?
(c) Which arm is nearest the ball?
What are some other possible student directions?
What might you do if a student cannot perform at this level?

(9) Laterality and moving objects:
Student directions--
(a) You stand still and I will move around you. You tell me where I am when I am nearest your back, nearest your left, and nearest your right.
(b) Now I will move a little faster. You tell me where I am now.
(c) Stand still and tell me where the rolling ball is. Is it to your left, your right, your back, or your front?
What are some other possible student directions?
What might you do if a student cannot perform at this level?

(10) Moving body's laterality in relation to objects:
Student directions--
(a) You walk around this chair and tell me where the chair is in relation to you (right, left, front, back).
(b) Using two chairs around which to walk a "figure 8"--Walk around the chairs and tell me where you are. When are your left and right sides near the nearest chair?
What are some other possible student directions?
What might you do if a student cannot perform at this level?

(11) The left and right of objects (personal preference system):
Student directions--
(a) Point to the left side of the table.
(b) Point to the right side of the chair.
(c) Show me the right and left side of the paper.

What are some other possible student directions?
What might you do if a student cannot perform at this level?

In steps 12-16 the student is not moving, but is asked to make judgments of another's body parts or movements.

(12) Static directionality with other people (projection into another's reference system):
Student directions (person opposide student)--
(a) Show me my left arm.
(b) Touch my right elbow.
(c) Touch my left ear with your left hand.
What are some other possible student directions?
What might you do if a student cannot perform at this level?

(13) Laterality of other people in relation to static objects:
Student directions--
(a) Which side of my body is nearest the chair?
(b) As I walk around the "figure 8" (using two chairs as in #10), tell me which side of the chair is nearest to me?
What are some other possible student directions?
What might you do if a student cannot perform at this level?

(14) Relation of static objects to laterality of other people:
Student directions--
(Teacher moves chair to a static position)
(a) Where is this chair in relation to me?
(b) Is it at my left or at my right?
(c) Where is the ladder in relation to me?
What are some other possible student directions?
What might you do if a student cannot perform at this level?

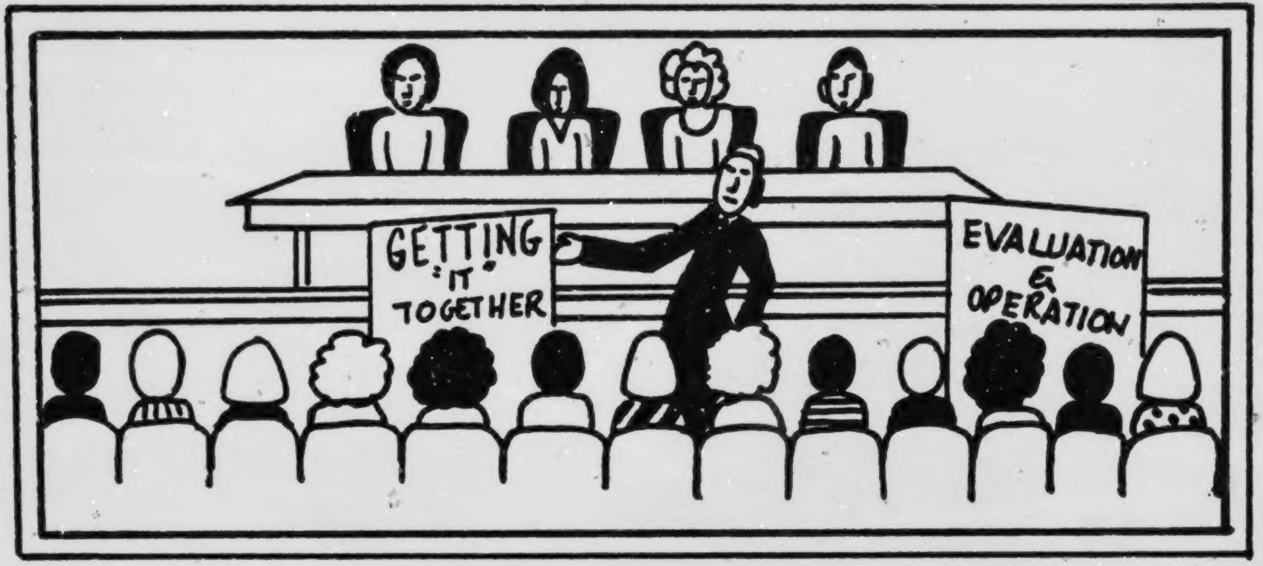
(15) Moving objects in relation to another's laterality:
Student directions--
(a) Tell me where the ball is as it moves around my body. Is it to my right, my left, my front, my back?
(b) Where is the moving rope? ...to my front? ...to my back? ...my left? ...right?
What are some other possible student directions?
What might you do if a student cannot perform at this level?

(16) Laterality of others' movements:
Student directions--
(a) Tell me; am I walking to my left or my right?
(b) Which way am I moving?
What are some other possible student directions?
What might you do if a student cannot perform at this level?

According to Cratty, if the student is unaware of where he/she is, what he/she is doing with himself/herself, and where his/her body parts are, he/she cannot be expected to engage in more exact judgement in classroom tasks.

"MOTOR SENSE"

SECTION EVALUATION



As indicated previously, the questions used in evaluating the inservice sessions at Cold Spring School were verbally presented to a group (or groups) of classroom assistants for their discussion. The input of those discussion participants was then recorded and submitted to the evaluation consultant for analysis. Again, other districts/facilities adapting this training program may wish to devise another form of section evaluation.

The following discussion questions relative to "Motor Sense" were used at Cold Spring School:

(1) What are some examples of gross motor activities?

(2) What are some examples of fine motor activities?

(3) What are the differences between gross and fine motor behaviors?

(4) What information received from the inservice sessions this month will help you in your work at Cold Spring School?

INSERVICE SECTION #7

"HAPPINESS IS COMMUNICATION"

"HAPPINESS IS COMMUNICATION"

INSERVICE SECTION #7

PURPOSE

The purpose of the inservice sessions on this topic is to identify for the classroom assistant how students learn to communicate ideas and messages to others and to orient them to ways in which they can assist students in improving communication skills.

OBJECTIVES

General Session:

The classroom assistant will be able to identify the sequential development of speech and recognize types of communication problems associated with the mentally handicapped.

Session for Inexperienced Assistants:

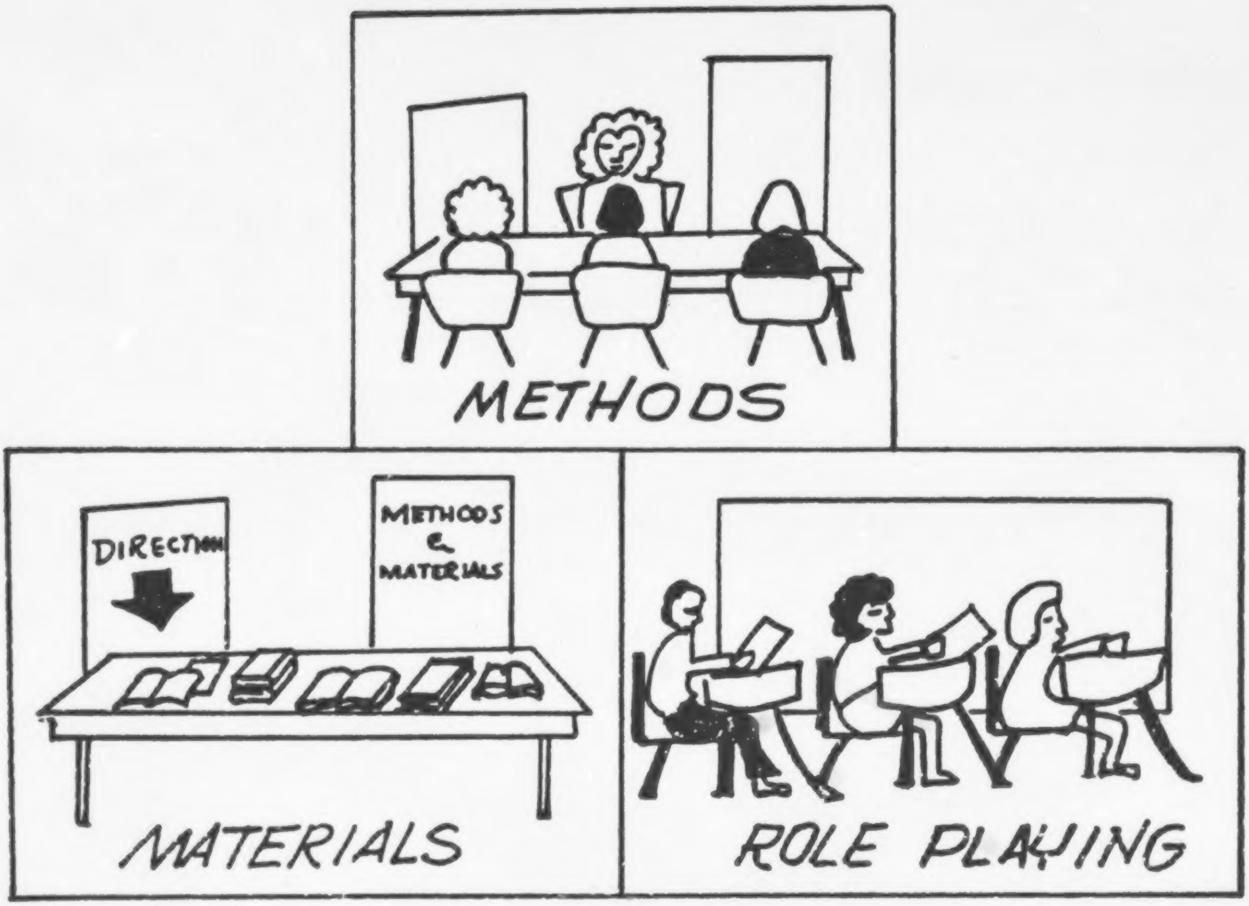
The classroom assistant will be able to identify goals and activities for early language development.

Session for Experienced Assistants:

The classroom assistant will be able to identify various language techniques used in teaching communication skills to students.

"HAPPINESS IS COMMUNICATION"

PROCEDURES


METHODS
DIRECTION
METHODS
&
MATERIALS
MATERIALS
ROLE PLAYING

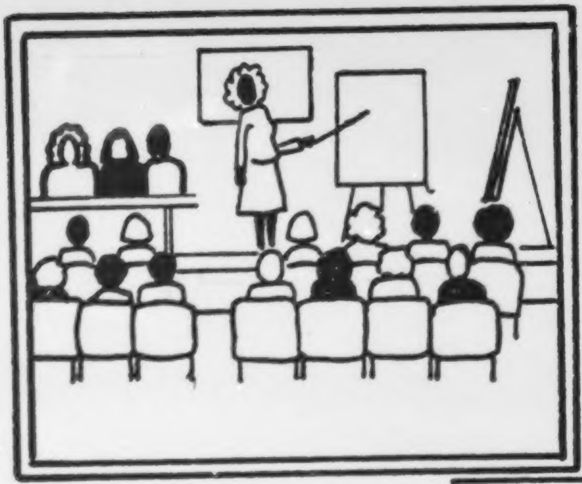
PROCEDURES

Each of the inservice sessions on "Happiness is Communication" was conducted, at Cold Spring School, by the language therapist who is full-time at the school. In leiu of a language specialist, a speech and hearing clinician should be capable of providing training content and of leading sessions.

The format for each of the sessions relative to this topic was presentation/discussion, with problem solving included in the discussion portion of the session. In that the session for experienced classroom assistants was more specifically oriented toward language development activities, brief demonstrations of some of the approaches typically used at Cold Spring School were included.

In adapting the training program for another district/facility, either demonstrations involving students or films/video tapes of student sessions might be beneficial, particularly in the session for experienced classroom assistants. Demonstrations in the session for experienced classroom assistants at Cold Spring School were designed around the Peabody Language Development Kit (American Guidance Service, Publishers Building, Circle Pines, MN) and the Teaching American Language to Kids program (Dr. Richard Dever, Department of Special Education, Indiana University, Bloomington, IN) in that they are used extensively at that facility. Other districts/facilities adapting that training session would, of course, need to substitute the approaches to language development most used in their respective programs.

"HAPPINESS IS COMMUNICATION"



GENERAL SESSION

ALL CLASSROOM
ASSISTANTS
ATTEND

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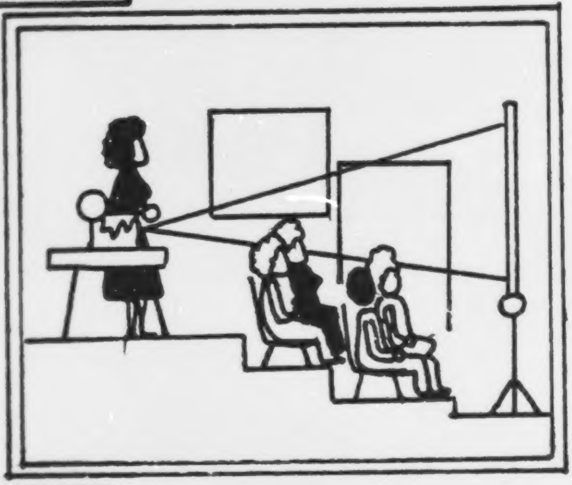

UNIT SESSION I

INEXPERIENCED
CLASSROOM
ASSISTANTS
ATTEND

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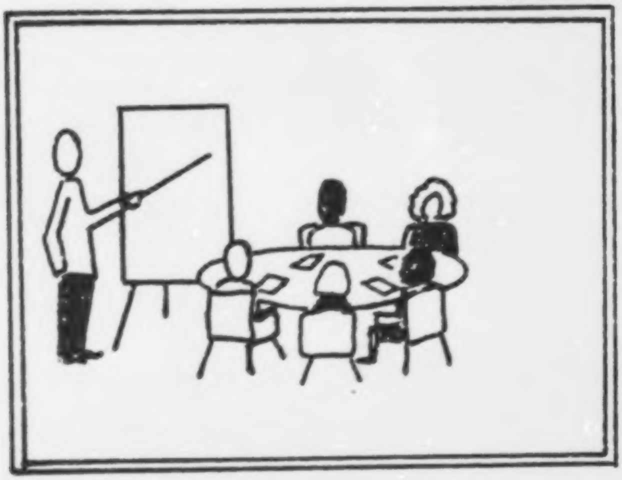

UNIT SESSION II

EXPERIENCED
CLASSROOM
ASSISTANTS
ATTEND

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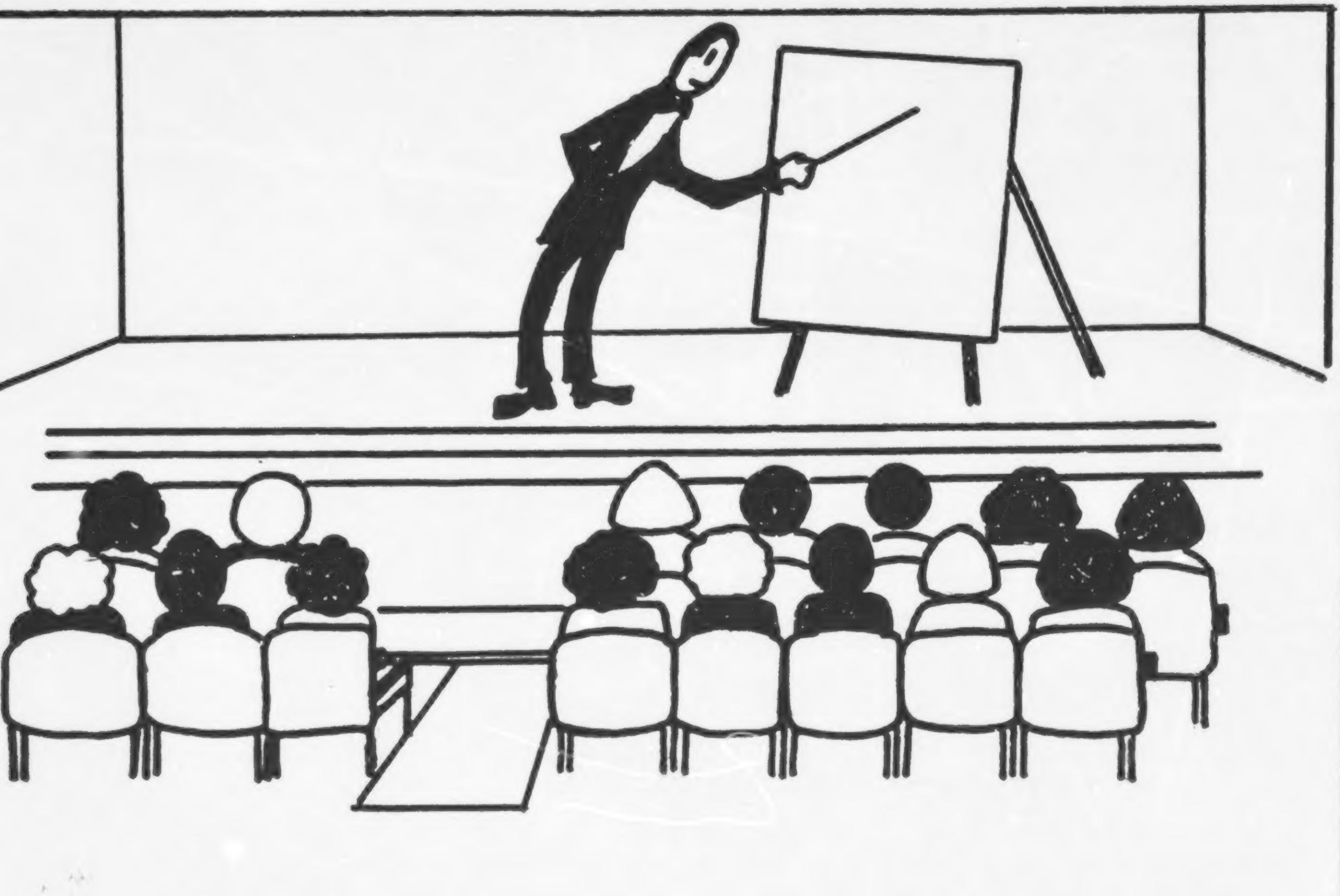
"HAPPINESS IS COMMUNICATION"

GENERAL SESSION

ALL CLASSROOM ASSISTANTS ATTEND



"HAPPINESS IS COMMUNICATION"

GENERAL SESSION

INTRODUCTION:

One of the most important goals in the education of handicapped (particularly severely handicapped) students relates to teaching them to effectively communicate. With many of our students, a realistic goal is functional speech. With others who are among the most severely handicapped, the goal may be to teach the youngster to gesture to make his/her needs and wants known. For some seriously physically involved youngsters, a "communication board" may have to be substituted, at least partially, for speech.

TERMS:

It would be well to define a few terms relating to communication and language before proceeding to be certain we understand each other. "Communication" refers to the act (or acts) which results in the transfer of ideas from one person to another (or to others). Communication occurs through a system of arbitrary symbols: everyday gestures (such as beconing); elaborate sign language (developed for persons with severe hearing impairment); morse code; flag signals; and, of course, oral (spoken) and written language. "Receptive language" refers to an individual's ability to understand spoken words. "Expressive language" refers to ones ability to express ideas in spoken words (speech). "Articulation" refers to the ability to produce correctly the various sounds used in speech. An example of misarticulation (inability to produce a sound correctly) might be a student who produced the sound of t each time he/she should have produced the sound of k--saying tar for car. (Few of our students have reached the developmental level to make it appropriate to provide therapy for articulation problems--most have a greater need for language development or language therapy.) "Echolalia" refers to the repeating of words or phrases over and over without apparent intent to convey meaning.

DEVELOPMENT OF LANGUAGE:

Although there are a number of theories (many conflicting with others) which explain how individuals learn to use language; at Cold Spring School, we support a developmental (sequential) model. In other words, the language therapy program is based on the concept that mentally handicapped youngsters acquire language in the same sequence of events as non-handicapped youngsters--but the sequence is spread over a greater period of time. Let's take a look at how language is developed by a non-handicapped child to give us a common frame of reference.

It may be said that children learn to speak through their ears. That is to say, one of the first types of communication of which a child becomes aware is that he/she hears. The child responds, then, to sounds heard in the environment. The following scale (taken from Speech and Language Activities for the Mentally Retarded by Jacqueline Shields) gives indications of the kinds of vocal activity which might be expected at specified ages by non-handicapped youngsters:

3 months
The child scans the environment and attempts to localize sounds.

4 months
The child responds to voices.

6 months
The child responds to familiar voices before seeing the person. He/she also laughs, bables, and vocalizes for pleasure.

7 months
The child uses doubled syllables ("mama") and successfully localizes sounds.

10 months
The child vocalizes during play and responds to "Bye-bye."

1 year
The child has developed some auditory memory--can be expected to obey simple commands and to understand several words. The child has a speaking vocabulary of two words.

2 years
The child is approximately 60% intelligible. He/She obeys commands and can identify simple body parts. The child can speak in two- and three-word phrases, responds to his/her name, and can name familiar objects and people.

3 years
The child uses three- and four-word sentences, is learning use of common objects, and learns songs and rhymes. He/She responds appropriately to prepositions--on, under, etc.

4 years
The child uses sentences of four to five words and can use pronouns and prepositions appropriately. By the age of 5 years, speech should be 100% intelligible.

The process of learning to use language (vocal language) begins early in an individual's life. It begins with (1) hearing sounds which stimulate a baby to begin (2) babbling; then (3) speaking complete words; (4) using phrases and sentences; and, finally, (5) using intelligible and useful speech. The ability to communicate is one of the most important, but difficult, skills a child has to master. The acquisition of language (involving the abilities to understand and to express) is a critical part of a child's development.

Some people have equated "retardation" with "language problems," creating a belief that if we can take care of the language problems, the child will no longer be mentally handicapped. Unfortunately, such is not the case. The purpose of language therapy is to make it possible for the student to communicate his/her ideas and/or needs to others, not to raise his/her intellectual capacity.

We must realize that language is an extremely valuable tool, although people can and do live without spoken language. Some persons with impaired hearing have been quite successful without understanding spoken language or being able to use it. At the same time, speech is the primary tool of human communication. It is the aspect of human life which allows people to carry out the affairs of their society quickly and efficiently.

DISCUSSION:

(1) What do we mean by "communication?"

(2) Other than spoken language, how do some of the students with whom you work communicate?

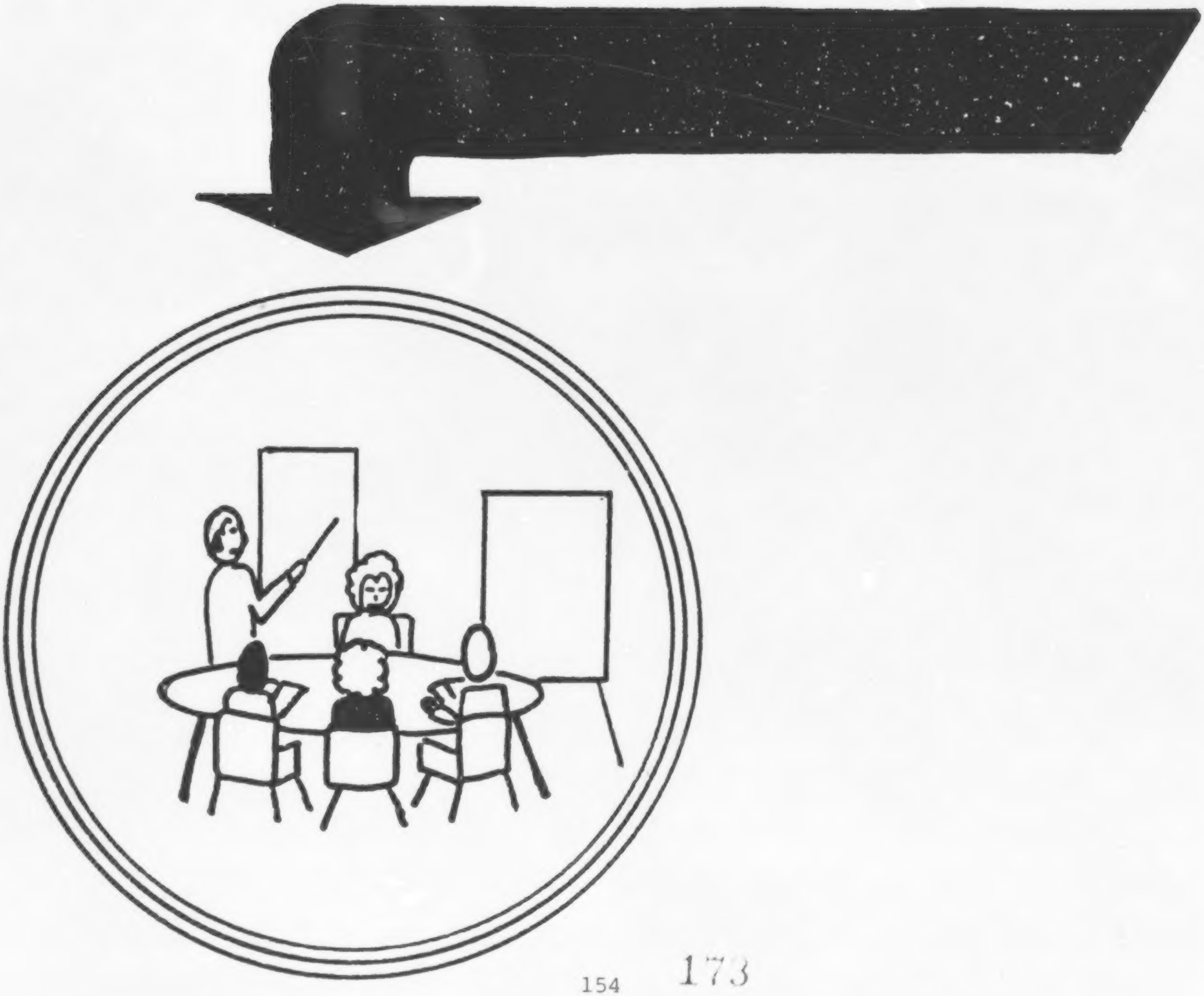
(3) What kinds of difficulties do you experience in the classroom because a student (or students) have difficulty communicating? What arrangements have been made to help (or relieve) the situation?

(4) Beginning from an early age, what is the usual sequence of an individual's learning to use speech?

"HAPPINESS IS COMMUNICATION"

UNIT SESSION I

INEXPERIENCED CLASSROOM ASSISTANTS ATTEND



"HAPPINESS IS COMMUNICATION"

Unit Session I--Inexperienced Personnel

INTRODUCTION:

In the general session, we discussed the sequential development of language and speech and the concept that communication may take any (or all) of several forms. In this session we will focus attention on activities which may help a student in his/her acquisition of language and in his/her attempts to express ideas and/or needs.

LANGUAGE DEVELOPMENT ACTIVITIES:

The teacher and the classroom assistant must know the language assets and liabilities of each student to plan a meaningful language development program. The age equivilent of each student's language development may be determined through observations by the classroom assistant and the classroom teacher, then comparing those observations with any of the various developmental scales available (Alpern-Boll Language Readiness Scale, Zimmerman Pre-School Language Scale, etc.)

Lets discuss some specific examples of goals for early language development and possible implications for activities:

1. Teaching the child to attend and listen
    - (a) Get the child's attention and hold it for a few seconds--generally done through a "multi-sensory" approach
      (Peek-a-boo, change of voice, use of rewards for attention, sudden clap of hands or bell, use of concrete objects)
    - (b) Develop imitative behavior
      (Teach the child to "do what I'm (or someone else) doing"--model gross motor behaviors, then fine motor behaviors, then speech)
2. Strengthening the speech musculature
   (Eating solid foods, activities which require movement of the tongue and lips)
3. Developing receptive language--comprehension precedes expression
    - (a) Develop understanding of one-word commands--perhaps using rewards and initially manipulating the child's limbs to reinforce meaning
      (Come, sit, stand, look, close, no, open, dry, etc.)
    - (b) Develop self-awareness--identification of body parts
      (Nose, ear, eyes, mouth, etc.)
    - (c) Develop understanding of various basic vocabulary, starting with naming "things" in the child's environment
      (Food, clothing, household, family, etc.)
4. Developing expressive language--use of gestures in some cases--to make needs and wants known
   (Nouns developed first, then verbs, then adjectives, then adverbs)

If a child has developed receptive language, he/she may naturally begin to say words. If a child who is learning to speak comes even close to correct production, he/she should be rewarded with praise, food, etc. If the child is functioning at approximately two years of age in the receptive language area and does not speak, the following steps may be used in teaching words or sounds (adapted from Teaching the Retarded Child to Talk by the John Day Company):

For teaching the word "baby"
- Let the child see the baby
- Let the child feel the baby
- Let the child hear you say the word, feeling the vibrations in your "voice box" for voiced sounds
- Let the child feel himself/herself say the word--hand on his/her "voice box" (call it his/her "motor," telling him/her to turn the motor on)

All goals for the early developmental level must be achieved before work is initiated or directed toward the more abstract portions of language development. When this is the case, the student should be ready to move into development of more receptive language, which may include the following:

(a) Develop understanding of more functional words and phrases
    (Move that, push it, move over, get a tissue, etc.)
(b) Develop recognition of concrete common vocabulary--objects in various categories
    (Clothing, family members, household items, holidays, etc.)
    By name--show me the apple
    By function--show me something we eat
(c) Develop recognition of pictured vocabulary (as in b, but more abstract because a picture of the object is used rather than the object itself)
    By name
    By function
(d) Develop recognition of activity pictures
    (From three--show me the girl washing, the boy combing his hair)

In summary, here are some things you can always do to help students learn to communicate:

(1) Remember a child must learn to listen before he/she will comprehend and to comprehend before he/she will learn to talk. These processes may take considerable time, and patience and persistence are keys.

(2) Particularly with children at the early developmental levels in language development, work one-to-one as much as possible.

(3) Teach communication all day in every activity, not just in the time block specifically scheduled.

(4) With some children, our goal may be to teach them to make their needs and wants known through gestures, signs, or marks. For them, it is reasonable and appropriate.

(5) The setting for learning is extremely important. Smile and encourage the student. Have materials ready before the lesson.

(6) Use a multi-sensory approach as often as possible (vision, hearing, touch, smell, taste). It helps the child attach meaning to objects and words.

(7) Motivate the child to talk. He/She may need considerable encouragement to vocalize to the best of his/her ability. Make use of mealtime by giving food as a reward for vocalization.

(8) If you have them, ask questions. The classroom teacher and the language therapist are resources to you--use them.

DISCUSSION:

(1) What are some activities you might use to help in developing a child's attention span?

(2) What steps might you use to teach a non-verbal child to say the word "ball?"

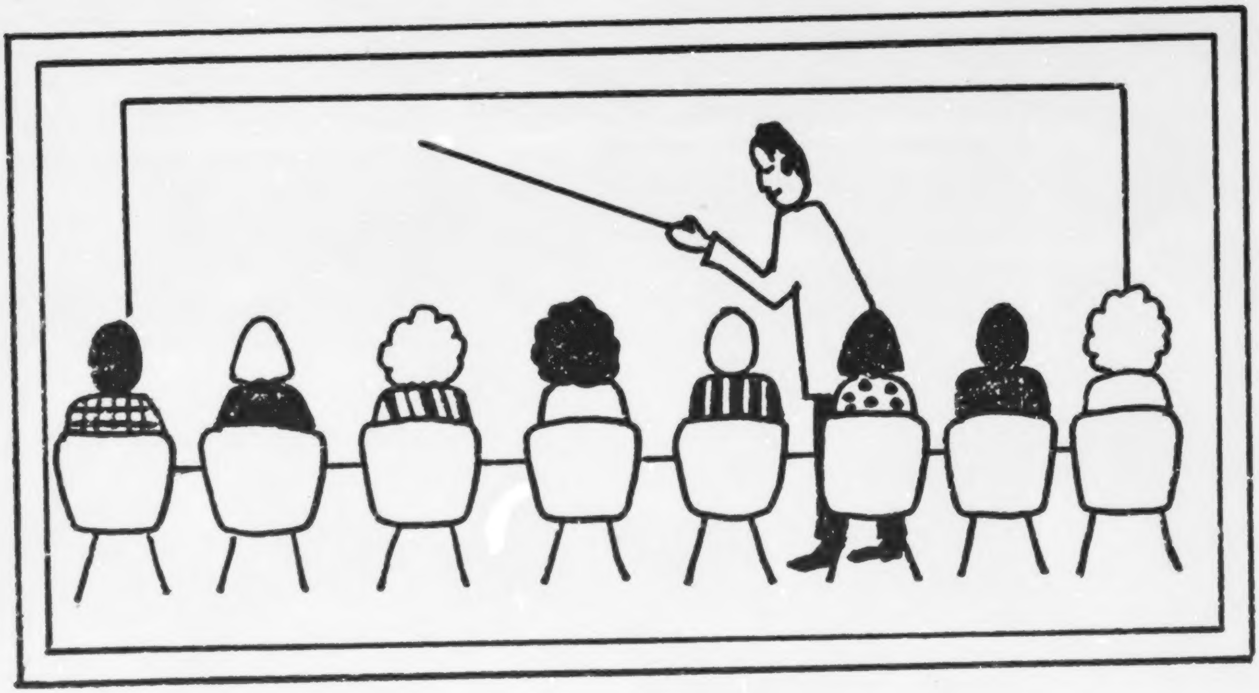
(3) When is the best time to teach communication skills? Why?

(4) What kinds of communication problems do students in your class have? What alternatives to speech are students in your class using to communicate?

"HAPPINESS IS COMMUNICATION"

UNIT SESSION II

EXPERIENCED CLASSROOM ASSISTANTS ATTEND



"HAPPINESS IS COMMUNICATION"

Unit Session II--Experienced Personnel

INTRODUCTION:

In the general session, we discussed the sequential development of language and speech and the concept that communication may take any (or all) of several forms. In the session for inexperienced classroom assistants, attention was focused on general activities or approaches to helping students in the acquisition of language and in the attempt to express ideas and/or needs. For this session, we will demonstrate lessons from two of the language development programs most frequently used in classrooms at Cold Spring School.

T.A.L.K.:

Due to the diversity of and severity of handicapping conditions displayed by our student population, it is necessary to utilize various techniques to teaching communication skills. One language development program which has been very successfully used is called "Teaching American Language to Kids" (T.A.L.K.)

T.A.L.K. is a language program based upon conversation drill. The teacher asks a question and the classroom assistant leads the students in a choral response. The classroom assistant is a model--children patterning their speech after his/hers. The classroom assistant sets the rhythm and keeps the activity going. The importance of group participation cannot be over-emphasized. It provides a comfortable setting for a student having language difficulty. Group participation helps focus the child's attention on what is to be learned. It also provides the opportunity for the group to instruct its members.

T.A.L.K. DEMONSTRATION:

At this point in the session, the session leader assumes the role of "teacher," one of the participants assumes the role of "classroom assistant," and the remaining participants assume the role of "students." Together, they conduct a T.A.L.K. lesson. Following the lesson, there is discussion--for which these questions may be used:

(1) What did the classroom assistant do to prepare for this lesson?

(2) How did the teacher and the classroom assistant work together?

(3) What was the classroom assistant's role during the lesson?

(4) What have been your experiences with the T.A.L.K. program?

P.L.D.K.:

Another language development program frequently used at Cold Spring School is the Peabody Language Development Kit (PDLK). The PDLK has a three-fold purpose. It is designed to (1) stimulate the overall oral language facility of the disadvantaged and the mentally handicapped; (2) develop their verbal intelligence through training; and therefore (3) enhance their school progress. The kit materials stress an overall oral language program involving the senses of hearing, touch, and vision. The student is expected to provide expression through both the vocal (speaking) and the motor (doing) channels.

The classroom assistant the the professional work cooperatively in planning and implementing the Peabody language sessions before classroom use.

PEABODY DEMONSTRATION:

At this point in the session, the session leader again assumes the role of "teacher," one of the participants assumes the role of "classroom assistant," and the remaining participants assume the role of "students." Together, they conduct a Peabody lesson--as was done with the T.A.L.K. lesson. Following the lesson, there is discussion relative to it, for which the questions below may be used:

(1) What did the classroom assistant do to prepare for this lesson?

(2) How did the teacher and the classroom assistant work together?

(3) What was the classroom assistant's role during the lesson?

(4) What have been your experiences with the Peabody program?

"HAPPINESS IS COMMUNICATION"

SECTION EVALUATION

GETTING "IT" TOGETHER
EVALUATION & OPERATION

As indicated previously, the questions used in evaluating the inservice sessions at Cold Spring School were verbally presented to a group (or groups) of classroom assistants for their discussion. The input of those discussion participants was then recorded and submitted to the evaluation consultant for ananlysis. Again, other districts/facilities adapting this training program may wish to devise another form of section evaluation.

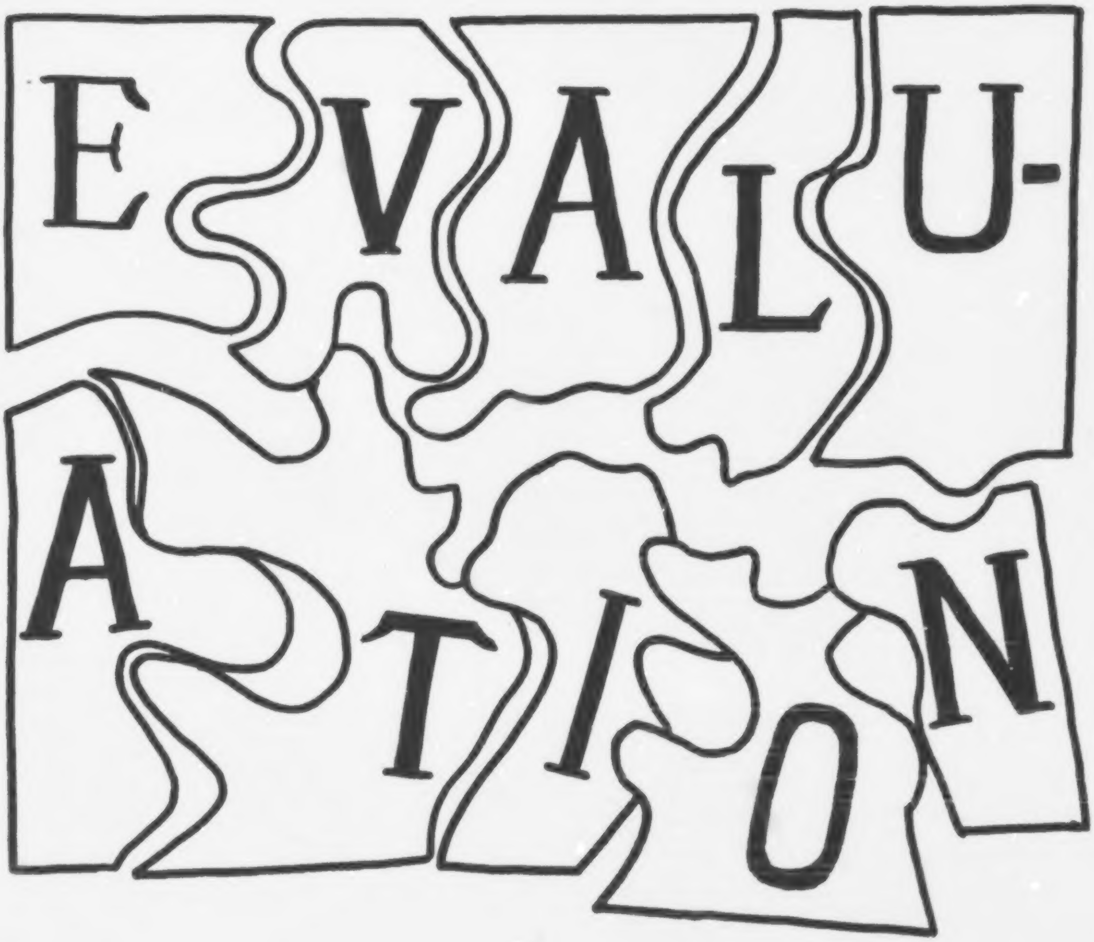
The following discussion questions relative to "Happiness Is Communication" were used at Cold Spring School:

(1) What is the difference between speech and communication?

(2) What is the usual process (5 steps) through which a non-handicapped child learns vocal language?

(3) Name and describe briefly two programs for language development which are used in most classrooms at Cold Spring School.

(4) What information received from the inservice sessions this month will help you in your work?


EVALU-
ATION

PROJECT EVALUATION

"GETTING IT ALL TOGETHER"

"GETTING IT ALL TOGETHER"
PROJECT EVALUATION

The evaluation tactic for the initial project year included conducting a needs assessment completed by project staff: (1) interviewing classroom assistants; (2) interviewing teachers; (3) re-administering selected items from the initial needs assessment checklist to determine what change had occurred; and (4) teachers completing a rating scale concerning the job performance of classroom assistants (at the end of the year). Results of the first-year evaluation were used to revise the structure for inservice programming in the second year. Two important changes were made relative to the presentation of inservice sessions. One was having a general session for all classroom assistants and subsequent sessions for experienced and inexperienced assistants. The other change was division of the subsequent sessions into meetings by units to which classroom assistants were assigned. It was felt this approach would allow content to be more meaningful for on-the-job demands.

The goal for the project during the second year was to develop additional training sessions and further revise and refine the inservice training materials and presentation formats to prepare them for dissemination during the final project year. While the inservice sessions developed in the second year are ameniable to revision at any time, the topics are those felt necessary both by staff and classroom assistants. The format is more flexible than that of the first year and it takes into account prior experience and/or non-experience of classroom assistants.

Evaluation has been primarily directed toward assessment of classroom assistant acquisition of session content. While it would be informative to obtain observational data relative to on-the-job performance, the man hours necessary to obtain that type of data on the number of classroom assistants as at Cold Spring School were considered prohibitive. Toward the end of the second year, data was obtained regarding the classroom assistants' opinions of the sessions which best met the needs of their jobs and suggestions as to how they might be better presented in modular format.

The teachers to whom classroom assistants were assigned assessed the effect of inservice training on classroom performance of the assistants. The evaluation activities were geared to provide directions for the creation of modules covering the most effective topics during the first year of the project.

Due to the development design of the project, classroom assistants have had considerable input to the development of this training program. The following are summaries of classroom assistants' comments relative to sessions conducted under each of the inservice sections. The summaries have been extracted from the end-of-year report prepared by the project evaluation consultant. Obviously, the summaries do not reflect the total comments of classroom assistants relative to inservice training of the second project year in that those sections which were considered not helpful (by classroom assistants) were omitted from the final recommended training program.

PRESERVICE SESSION

This session was viewed quite favorably by most of the classroom assistants. They responded that multi-handicapped, retarded, deaf, and blind students were served at Cold Spring School. They viewed themselves in a helping role to the classroom teacher while being directly responsible to him/her. All responded that this session was of value to them. Some unanswered questions concerned dates of pay and the unit to which they were assigned. Additional questions would need answering after they began work. They viewed the most important aspects of the session as relating primarily to the factual information they would need to do their jobs. Several noted it would be important to treat the children as individuals and to have understanding of their concerns.

SECTION #1 - "Who We Serve"

The classroom assistants have acquired a good bit of knowledge relative to the meaning of moderately mentally handicapped, noting that while the children have a slower mental development they can learn simple self help sillls and can function in society with supervision. Many typical characteristics were listed by the classroom assistants in describing mentally handicapped children. In pointing out the difference between the students at Cold Spring School and those at other schools, the classroom assistants mentioned that at Cold Spring School there were more medical problems, more physical handicaps, and more need for supervision. The students at Cold Spring School were less capable of making decisions and their work was geared less toward academics and more toward job preparation and general living skills. Most classroom assistants found the session very informative. They liked the movie and felt that it increased their understanding of terminology. They also learned some of the various causes of retardation. Many felt, however, it was not helpful relative to their knowing specific job requirements or to preparing them for their skills needed in the classroom. (NOTE: The content of this section was revised following this comment, and the material suggested on pages 35-60 is not exactly that presented previously.)

SECTION #2 - "'Help' (Seizures)"

The classroom assistants seemed impressed that the act of crying is not a characteristic of a child having a seizure. While 90% of the classroom assistants noted the first thing they would do (if a child had a seizure) would be to call the school nurse, the correct response should have been to loosen the clothing around the child's neck. All of the classroom assistants remembered that a student should be placed on his/her side to prevent strangulation. They also responded that the child should not be removed from the classroom. The classroom assistants recommended that movies be made available of children having seizures so they could be more easily recognized. More specific information was also requested in terms of what the classroom assistants should do. This was, by far, the most popular section and considered to be one of the most important to the classroom assistants in terms of job skills. (NOTE: Classroom assistants further recommended this section be scheduled early in the year. It was originally the fourth section but was moved to #2 as a result of that recommendation.)

SECTION #3 - "Playing It Safe"

This, too, was a very popular section and the content was felt (by classroom assistants) to be quite important. The classroom assistants learned it was important to have some knowledge of handling procedures when lifting a physically handicapped child to avoid hurting the child or injuring themselves. While all of the classroom assistants do not face this situation in their daily jobs, they all felt that the skill was important to have in case they had to work with a student in a wheelchair in some emergency. The classroom assistants mentioned several safety factors to know when accompanying wheelchair children outside the building, particularly near the creek. The classroom assistants felt the most important information during this section dealt with the lifting procedures and the procedures to use in working with a student in a wheelchair. When asked to assist a blind student moving down the hallway, a wide variety of incorrect responses were noted on the questionnaire.

SECTION #4 - "Classroom Assistants and Professional Staff as a Team"

The classroom assistants noted it was important for them to anticipate the needs of the teacher so the work in the classroom would go smoothly, so materials would be available for use, so the student would get the help needed, and so time would be saved. When the classroom assistant knew the plan for the following day, they felt the work could be carried out if the teacher were not present for some reason--the materials could be made available and assistants could begin work with the children more easily. Planning with the teacher, the classroom assistants felt, made them more at ease because they knew what was expected of them. In addition, they noted the class runs smoother and there seems to be less confusion. This session resulted in the classroom assistants feeling more free to ask the teachers questions, more as a part of a team, better able to anticipate the needs of the teacher, and more aware of what discipline actions to take. In general, the classroom assistants felt more prepared to do their job. The members of the project planning/advisory committee in particular were quite favorably impressed with this session.

During an ancillary class, the classroom assistants felt they were responsible to both the regular teacher and the ancillary teacher if both were present; if only the ancillary teacher was present, the classroom assistant felt responsible to him/her. Planning with the ancillary teacher had similar responses to those made when they spent time planning with the regular teacher. Generally, the experienced classroom assistants did not view this session as helpful with their jobs as did inexperienced classroom assistants.

(NOTE: As the training program was implemented at Cold Spring School, there were two sections on the team concept--classroom assistant/classroom teacher and classroom assistant/ancillary personnel. Partly as a result of classroom assistant input, the two sections were combined.)

SECTION #5 - "Love-Security-Discipline (Kids Need L.S.D.)"

The classroom assistants apparently did not understand that one of the best ways to deal with inappropriate behavior was to ignore it as often as possible. Their responses indicated they actually reinforced inappropriate behavior by attending directly to it in a variety of ways. The classroom assistants did note that a program which emphasized a positive, rather than negative, approach would be a good choice in changing student behavior. They also learned that behavior is defined as something observable. They indicated it was difficult to always label behavior as either "good" or "bad," that it was important to count how often the behavior occurs if we are going to change it, that it was not necessary to ask many people about their opinion of a child to change the child's behavior, that people usually do things because of what happens to them after they do it, and that they felt much more confident in handling behavior problems after learning some of the content of this section.

SECTION #6 - "Motor Sense"

The classroom assistants learned that visual skills were required prior to many motor tasks, that most Cold Spring School students find concept learning difficult, that laterality is established prior to the child labeling his/her preferred hand (working hand) as "right" or "left," and that the child must internalize the difference between the two sides of the body. The classroom assistants found it easy to determine the student's preferred foot by asking him to hop, skip, jump, etc. There were many incorrect responses relative to classroom activities for teaching laterality. Also, what some of the classroom assistants viewed as an important component of the presentation probably was not that viewed most important by the presentor. There was much information presented in this section, which might account for some errors of interpretation.

SECTION #7 - "Happiness Is Communication"

The classroom assistants learned that two types of communication gestures are signing as in language for the deaf and in gesturing or pointing. "Touching" and "facial expressions" were also noted as ways to communicate. They learned that communication could be either verbal or non-verbal, with verbal communication involving talking or the use of a type of speech and non-verbal communication involved use of gestures or sign language with the hands. The classroom assistants noted that this session was a definite help to them in their abilities to know about language development and to know some pointers in communicating with non-verbal students at Cold Spring School.

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